

INTRODUCTION TO NATIVE AMERICAN STUDIES (ANTH 170) – Fall 2022

GEM Competency Area: Social and Behavioral Ways of Knowing
GEM Competency Area: Diversity

COURSE INFORMATION

INSTRUCTOR: Dr. Kerensa Allison
OFFICE: SPH 136; (or main office SPH 100A)
ONLINE OFFICE HOURS: Mondays 3-4, Tuesdays noon-1, & by appointment
PHONE/E-MAIL: (208) 792-2348 and klallison@lsc.edu (ANTH 170 subject line)

Required Texts:

- Kimmerer, Robin Wall. (2013) *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teaching of Plants* ISBN 978-1-57131-356-0
- Wilkinson, Charles. (2000) *Messages from Frank's Landing: A Story of Salmon, Treaties, and the Indian Way* ISBN 978-0-295-98593-0
- All other course readings are posted on Canvas with their respective week.

Recommended Readings:

- Sutton, Mark Q. *An Introduction to Native North America* 5th ed. (2016)
- Pevar, Stephen L. *The Rights of Indians and Tribes* 4th ed. (2012)
- Pinkham, Allen V. and Steven R. Evans. *Lewis and Clark Among the Nez Perce* (2022)
- Hurst-Thomas, David. *Skull Wars* (2000)
- Basso, Keith H. *Wisdom Sits in Places* (1996)
- Treuer, David. *Rez Life* (2012)
- Piatote, Beth. *The Beadworkers Stories* (2020)
- Orange, Tommy. *There There* (A Novel) (2018)

"The purpose of anthropology is to make the world safe for human differences." Ruth Benedict

COURSE DESCRIPTION

Issues facing contemporary native people will be studied from a holistic perspective and cross-cultural approach, to investigate the effects of culture contact, culture change, differential power relations, and the resiliency and adaptability of cultural traditions among indigenous people of North America. This class is topical and selective, rather than comprehensive. Subjects to be covered include issues regarding identity, tribal sovereignty, the Native American Graves Protection and Repatriation Act (NAGPRA), access and rights over natural resources, traditional knowledge, health, tourism and economic development; and other current issues affecting Native communities.

CLASS STRUCTURE – “How this works”

This 15 week class is organized as one week of class introduction, eight Lessons on contemporary topics, and two in-depth book analyses—*Braiding Sweetgrass* and *Messages from Frank's Landing*. Every **Tuesday and Thursday** our class meets in-person, on-campus for lecture, group work, and deeper conversations about the assigned topics. For each week of the class there is one Learning module on Canvas organized Monday to Friday midnight. Modules will open each Thursday, so materials are available over the weekend for those who want to get a jumpstart on the following week. Each module starts with an “Overview and To do list” providing a detailed outline of what you need to complete that week with required class materials organized as readings, additional materials, and assignments in the order they should be completed.

In-class discussion of assigned readings is a major component of the class. It is important to come to each class with your Lesson materials completed. Use the Lesson objectives provided in each Module to guide your approach to the content, to

take notes on significant concepts, and to complete the semi-weekly reading quizzes **before class** the weeks they are assigned. Students should also bring their notes to each class, as we will use them to complete in-class assignments.

Some topics in this course lend themselves to both strong and personal opinions; feel free to express them, but always in a way that respects the other members of the class and the educational process. Personal attacks, disparaging remarks, or attempts to dominate the conversation will not be tolerated. If you demonstrate such behavior you will be asked to cease. If you persist in the behavior, formal action, in accordance with LCSC policy, will be taken. *Remember as well, that individuals in the class may have been personally affected by the issues that we are discussing.* Use your own ideas, views, and experiences to expand the information presented, but our class time should be used to explore the materials and research presented in the class and **to demonstrate your understanding and application of the content presented.**

TECHNOLOGY REQUIREMENTS

A Canvas page has been developed for this course. This source will contain most of the materials necessary for successful completion of the class, the syllabus, assigned readings, links to films and websites, course information, and assignments. The Canvas system is an important part of this course, so please go and explore it early and let me know if you have any difficulties before the first assignment is due.

Please visit the e-Learning Services Website for a list of [computer system requirements](https://www.lcsc.edu/e-learning/student-information/canvas-technology-specifications) (Full URL: <https://www.lcsc.edu/e-learning/student-information/canvas-technology-specifications>). E-Learning offers additional information to support students on their [student information page](https://www.lcsc.edu/e-learning/student-information) (Full URL: <https://www.lcsc.edu/e-learning/student-information>).

COURSE OBJECTIVES

General Education Learning Outcomes (GELOs):

This course is designed to help you develop the competencies stipulated by the Idaho State Board of Education for the *Social and Behavioral Ways of Knowing* component of the General Education Core. Upon successful completion of this course, you will be able to do the following:

- i. Demonstrate knowledge of the theoretical and conceptual frameworks of this particular Social Science discipline (anthropology).
- ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
- iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
- iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
- v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

General Education Learning Outcomes (GELOs):

This course is also designed to help you develop the competencies stipulated by the Idaho State Board of Education for the *Diversity* component of the General Education Core. Upon successful completion of this course, you should be able to demonstrate the following competencies:

- i. Demonstrate the effect of culture on human behavior.
- ii. Compare one's own worldview with another worldview.
- iii. Compare differences between key values, assumptions, or beliefs among diverse peoples beyond our own.
- iv. Demonstrate how sameness and difference, as constituted through intersections of social categories (e.g. racial, ethnic, religious, regional, economic, and/or gendered backgrounds), shape the human experience.
- v. Utilize information about human diversity from a variety of sources.
- vi. Demonstrate readiness to communicate (nonverbal and verbal) across cultures with civility and sensitivity.

In addition, students will be able to:

- Improve their abilities to “think outside the box” by recognizing our own cultural biases and questioning the assumptions, beliefs, concepts, and ideas we have previously taken for granted.
- Learn to ask challenging and productive questions about the world and humanity.

- Discuss and write about social issues confronting Native American societies in an informed, critical, and culturally relativistic manner.
- Explain how Native peoples have adapted to the changing political landscape and implemented policies of self-determination.

COURSE EVALUATION

Your grade will be based on a variety of factors (Quizzes, Worksheets, Responses to Reading Questions, & Class Participation). The best way to succeed is to stay on schedule with the content and submit assignments on time. Every effort will be made to grade assignments within one weeks of the due date (Note that this might be different from the date that you personally submitted your assignment.). Please be aware that minimum requirements are the minimum requirements to not fail an assignment. In short, do not expect to receive an outstanding grade for simply having done the minimum.

Quizzes (80 pts., 8 @ 10 pts.):

Quizzes will cover the weekly reading materials and they are posted in Canvas within their respective module. Each quiz includes 10 multiple-choice or true/false questions (2 pt. each) to be completed in 30 minutes. They are open note quizzes. Students may take each quiz *as many times as they want* before the due date and receive the highest score. You do not need to go to a testing center to take these quizzes but do make sure to have good internet connection. Quizzes are intended to check completion and comprehension of the materials provided and should be taken after you complete the Lesson materials and before our class discussions over the reading. Please note, the quizzes change each semester, each attempt, and vary for each student. Quizzes cannot be taken after the due date. Quizzes should be taken independently. I reserve the right to change the quiz format.

Semi-Weekly Worksheets (200 pts., 10 @ 20 pts):

Worksheets will be passed out during class and they are due **by Friday midnight**. Worksheet assignments are most often content questions to complete while you view, review, and analyze class materials. Each worksheet will be unique and detailed instructions will be provided for each part of the assignment during class. Worksheets will be graded based on **class engagement and effort** (taking it seriously and giving it your best effort, including good writing), and the quality of the examples presented **from the course materials**.

Braiding Sweetgrass Analysis (100 pts):

For three weeks we will discuss specific thematic topics related to Robin Wall Kimmerer's *Braiding Sweetgrass*. Each week students will submit their responses to questions provided by the instructor (20 pts X 3). Students can earn points for active participation during the class discussion (5 pts X 3). Active participation is based on a student sharing important ideas, examples, or questions, during the discussion, demonstrating their careful reading of the book. An evaluation guide is provided on Canvas to further define "active engagement." Finally, students will write a reflection paper following our final class discussion (25 pts). Specific instructions will be discussed in class and provided on Canvas.

Frank's Landing Case Study (100 pts):

For two weeks we will discuss Charles Wilkinson's book *Messages from Frank's Landing*. Students will submit a literary review of the book based on questions provided by the instructor, approximately 4-6 pages, double-spaced (50 pts). All students can earn points for active participation during each class discussion (5 pts x 2). Finally, students will draw a story board with written reflections based on their favorite part of the book (40 pts). Additional instructions will be provided on Canvas and in class.

Final Class Reflection (20 pts):

The final assignment for the class is a two-page reflection on based on the following:

- What I learned this semester.
- How am I going to apply what I learned moving forward?
- Here is how I earned X grade.

EXTRA CREDIT (30 pts. total)

You may take the opportunity to earn extra credit points during the semester if you so choose.

- Participate in up to **two** extra "learning events" (I will provide a list of some options) and submitting a paper about each (a 1- page summary of the activity/event and your reaction to it). These papers must be

submitted through Canvas, by 5:00 p.m. the Friday following the event. Extra credit options are NOT accepted late. (10 pts each)

- b) Make some food and provide a cultural description for the “Food and Culture” night– Sept 16th (10 pts)

Your final course grade will be figured as follows:

| | |
|------------------------|--------------------------------|
| Quizzes | 80 points (8 @ 10 pts each) |
| 10 Worksheets | 200 points (20 pts each) |
| Braiding Sweetgrass | 100 points |
| Frank’s Landing | 100 points |
| Final Reflection Paper | 20 points |
| Extra Credit | <u>30 points</u> |
| TOTAL | 530 of 500 total points |

I will compute your final grade based on the following cumulative percentages:

| LETTER | PERCENTAGE |
|--------|------------|
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |

| | |
|----|-------|
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 60-66 |
| F | 0-59 |

A note on grades:

Your work will be graded according to the thoroughness with which you have addressed each assignment; the extent to which you offer a critical, anthropological analysis/interpretation; the extent to which you have integrated course readings, lectures, films, and discussions; and the clarity and coherence of your writing (i.e. how well-written, organized, and logical your writing is). “A”s are reserved for truly superior work that illustrates depth, breadth, and nuanced comprehension of the course material and nearly flawless writing. “B”s are assigned to above average, well-written work that thoroughly address the topics posed in an anthropological manner. “C”s are an indication that more detail and analysis are needed and/or your writing needs improvement. “D”s are a sign that you did not adequately meet the requirements of the assignment and/or your writing needs significant improvement. “F”s are an indication that you have not met the requirements of the assignment and your writing is unacceptable. (Reference Grading Rubrics below for additional guidance)

At any point during the semester, you can calculate your own grade by simply adding up the number of points you’ve earned so far on quizzes, worksheets, and book assignments, and dividing by the total number of points possible at that point in time.

Regrading of Assignments

You may request the regrading of any assignments that have been graded by the instructor. Any request must be made in writing by providing a brief explanation of why you wish to have the assignment regraded.

COURSE POLICIES

Attendance Policy:

Attendance will not be taken (Except for Financial Aid purposes the first 2-weeks.). I like to run an interactive class which means there is give and take from me AND you. You cannot participate in class unless you are physically there and this will influence your grade on worksheets and book discussions. I am fully aware of and sensitive to University sanctioned events as well as life events that may conflict with class. It is your responsibility to discuss potential absences with me ahead of time if possible. If you cannot discuss it with me ahead of time, please make every effort to talk to me as soon as you can. If you miss a class, you are responsible for obtaining all material covered.

Sickness Policy – If you feel sick in any way, please do not come to class.

If you test positive, have been exposed to someone who is COVID positive, or have COVID type symptoms, please stay home and contact the LCSC COVID reporting line: 208-792- 2002 or coronavirus@lcsc.edu for assistance. In such circumstances, sending me a brief email letting me know of your situation is helpful.

Health care support contacts (in addition to an individual’s personal health care provider) include:

- Student Health Services 208-792-2251
- Idaho North Central District of Public Health Coronavirus Hotline 866-736-6632
- For the latest coronavirus updates and information visit www.lcsc.edu/coronavirus.

In addition, any student who faces challenges securing food or housing, needs emotional support, or faces other event which may affect their performance in the course should contact the Office of Student Affairs (208-792-2218), Student Health Services (208-792-2251), and/or the Student Counseling Center (208-792-2211) for support.

Make-up Policy:

Your quizzes, worksheets, and book assignments have specified due dates and should be submitted on or before the day/time they are due. Work received later than this, will be considered late. Late assignments are marked down 10% per day up to five days (50%). If you have special circumstance or if you know that you are going to miss this scheduled class requirement due to a legitimate reason (e.g., illness, conflict with an approved university event, death in the family, etc.), try to contact me **before** the due date to make arrangements, and then contact me within **one-week** to make up the work. If you miss an assignment or quiz deadline for any reason, a make-up assignment may vary in expectations from the original assignment. The last day to turn in any late work for the term (for up to 50% of the possible points) is **Tuesday, Dec 13th by midnight**.

Academic Integrity:

Academic integrity is the cornerstone of the college. You assume full responsibility for the content and integrity of the academic work you submit. You may collaborate with classmates on assignments; however, the guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. Any student who violates LCSC’s standard of conduct relating to academic integrity will be referred to the Office of Student Conduct and may fail the assignment or course.

Failure to adhere to the academic policy:

- 1) The first offense – The grade of ‘F’ for the submitted work or examination without opportunity to redo the work.
- 2) The second offense – same as offense one and the student will be reported to the Office of Student Affairs.

If you are not sure of any of these policies, please ask me. See also the [Student Code of Conduct](https://www.lcsc.edu/student-affairs/student-code-of-conduct/) (Full URL: <https://www.lcsc.edu/student-affairs/student-code-of-conduct/>).

Incomplete Policy:

Due to unforeseen circumstances, students are sometimes unable to complete a course of study on time. Under these circumstances the student can **request** an “Incomplete Grade” (I) which must be made up by a fixed deadline in order to prevent the grade being changed to F.

To obtain an “I” grade:

1. Students must make a formal request in writing (e-mail can be used) to the instructor outlining the reason why they are requesting an incomplete, provide documentation when available (i.e. doctor’s notes, court paperwork, etc.) to support the request, and a plan to complete the course (three months to one year).
2. Students must complete 2/3 of the class work (quizzes, work sheets, book assignments) to file for an incomplete.
3. A student must have a mathematical possibility of passing the class. A passing grade is 60 percent or above for the entire course.

Students who need Academic Accommodations:

Please notify me during the **first week** of class of any accommodations needed for the course, including, but not limited to note taking, test taking, reading, or other course related activities. Please contact our Accessibility Services directly at Phone: 208-792-2677; Email: accessibilityservices@lcsc.edu], Location: LIB 161, and visit their website (Full URL: <https://www.lcsc.edu/accessibility-services/>) to learn more about College services available to you.

Privacy Statement

Course materials (videos, assignments, lectures, etc.) are for use in this course only. You may not upload them to external sites, share with any person outside of this course, or post them for public commentary without my written permission. This includes recording guest speakers who visit our class meetings.

CLASS MATTERS

It is my intent that students from diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of the class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. I expect you to feel challenged and sometimes outside of your comfort zone in this course, but it is my intent to present materials and activities that are inclusive and respectful of all persons, no matter their gender, sexual orientation, abilities, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. (Colby College Faculty Statement 2019)

Student Responsibilities

- Treat all members of the class and the broader community with respect. We will discuss sensitive topics in this course. Everyone is encouraged to participate in these discussions, but personal opinions must be presented in a way that does not marginalize any person or group.
- I (the instructor) reserve the right to adjust the syllabus. As such, you (the student) are responsible for keeping up with any changes that are announced in class, on Canvas, or in email communications. Not checking Canvas, and/or not checking your LC email account are not legitimate excuses for missing assignments and other information relevant to this course.
- It is your responsibility to check Canvas regularly to ensure that grades are posted accurately.
- Please do not begin putting away your notes and shuffling things around as the class period nears its end. This can be very distracting. I keep an eye on the clock and will make sure to end class on time.
- Actively participate; be engaged and inquisitive, limit chatting with neighbors and phone use.
- You are strongly encouraged to communicate with me if you have any comments, questions, or concerns about the course. Please schedule an appointment when you wish to meet with me.

Quick Tips

- My first name is Kerensa, not Allison. I am Dr. Allison or Professor Allison, and not Mrs. Allison.
- I try to respond to emails within 24 hours, but not typically between the hours of 8 pm – 8 am, please plan accordingly.
- Before emailing me, please first check the syllabus and the class announcements on Canvas.
- Attend class regularly.
- Take notes while reading and during class – handwritten are better.
- Actively participate, be engaged, and inquisitive.
- Maintain an open mind.
- **Please use your cell phones/ laptop / web connection for purposes directly related to this course while class is meeting.**
- Promote class discussions by listening when someone else is talking and not dominating discussion.
- Provide feedback! I am always trying new things. If something works well, tell me. If something fails miserably, tell me nicely.
- Do Not PLAGIARIZE! Cite everything you use to complete your work.
- Take care of yourself by working with the following:
 - Student Counseling Center Email: counseling@lcsc.edu & Phone: 208-792-2211
 - Campus Involvement: <https://www.lcsc.edu/student-involvement>
 - Food Pantry Location: LIB 129, Email: tmcole@lcsc.edu, Phone: 208-792-2668

MINORS

Students are encouraged to explore the possibility of adding a Minor in Native American Studies and/or Anthropology to their degree program. For additional information contact me or visit the [Minors \(Bottom of the Page\)](https://www.lcsc.edu/social-sciences/social-sciences-programs) (Full URL: <https://www.lcsc.edu/social-sciences/social-sciences-programs>)

To stay informed about LCSC Social Sciences activities beyond the regular classroom consider “liking” us on Facebook at <https://www.facebook.com/LCSCSocScienceDiy>

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| <p>ANTH170 Introduction to Native American Studies (Weekly Overview)</p> |
| <p>Monday (materials available the Thursday before) Review the Lesson objectives in the weekly module. Read the Lesson materials and take notes to use on your weekly Quiz.</p> |
| <p>Tuesday Take Quiz before class Tuesday. Bring your reading notes to class. You will be introduced to the big ideas and big questions for the week, clarify ideas from previous weeks, engage in an introductory lecture/film/activity on the current topic for the week. Start worksheet in class.</p> |
| <p>Wednesday Dive a little deeper, analyze your notes, ideas, and questions between classes. Take some time to read ahead (<i>Braiding Sweetgrass & Frank's Landing</i>).</p> |
| <p>Thursday This is your time to critically explore the topics presented, ask questions, and reflect on what you learned. Keep filling in your worksheet during class. Next Module opens.</p> |
| <p>Friday Answer some final reflections questions on the topics explored for the week and turn in your worksheet before midnight. Start planning for next week.</p> |

COURSE OUTLINE & ASSIGNMENTS

The Canvas learning Module are organized **Monday to Friday** for 15 weeks of the course. Within each Module on Canvas, you will find the detailed instructions for how to successfully accomplish each week. All class materials can be found on Canvas and all work will be submitted on Canvas. I reserve the right to alter this schedule.

| Week of: | Topics | Assignments |
|---------------------|--|--|
| Week 1 (8/22) | Course Introduction: Welcome; How all this works; expectations, yours and mine | Worksheet 1 Due 8/26 |
| Week 2 (8/29) | Identity & Cultural Relativism | Quiz 1 Due 8/30 before class (bc) Worksheet 2 Due 9/2 midnight |
| Week 3 (9/5) | Identity & Cultural Relativism | Quiz 2 Due 9/6 before class (bc) Worksheet 3 Due 9/9 midnight |
| Week 4 (9/12) | Stigmas, Stereotypes, & Mascots | Quiz 3 Due 9/13 bc Worksheet 4 Due 9/16 midnight |
| Week 5 (9/19) | Race & Carlisle Boarding Schools | Quiz 4 Due 9/20 bc Worksheet 5 Due 9/23 midnight |
| Week 6 (9/26) | Tourism | Quiz 5 Due 9/27 bc Worksheet 6 Due 9/30 midnight |
| Week 7 (10/3) | Skull Wars & NAGPRA | Quiz 6 Due 10/4 bc Worksheet 7 Due 10/7 midnight |
| Week 8 (10/10) | Braiding Sweetgrass- TK and Worldview | Chapter Questions 1 Due 10/11 bc |
| Week 9 (10/17) | Braiding Sweetgrass- Sacred Spaces | Chapter Questions 2 Due 10/18 bc |
| Week 10 (10/24) | Braiding Sweetgrass- Environment & Sustainability | Chapter Questions 3 Due 10/25 bc |
| Week 11 (10/31) | Language & Education | Braiding Sweetgrass Reflection Due 11/1 bc Worksheet 8 Due 11/4 midnight |
| Week 12 (11/7) | Decolonizing Thanksgiving | Quiz 7 Due 11/8 bc Worksheet 9 Due 11/11 midnight |
| Week 13 (11/14) | Food & Health | Quiz 8 Due 11/15 bc Worksheet 10 Due 11/18 midnight |
| Week 14 (11/21) | Fall Break | |
| Week 15 (11/28) | Messages from Frank's Landing | Literature Review Due 11/29 bc |
| Week 16 (12/5) | Messages from Frank's Landing | Story Board Reflection Due 12/6 bc |
| Finals Week (12/12) | No Final Exam | Final Class Reflection Due 12/13 midnight |