



PRELIMINARY SYLLABUS

ANTHROPOLOGY OF NATIVE NORTH AMERICANS (01:070:230)

FALL 2013

Tuesdays, 10:55 AM -1:55 PM

COOK/DOUGLASS CAMPUS, BIO 205

Instructor: Dr. Katharine Woodhouse-Beyer, Ph.D., RPA

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Office: Ruth Adams Building, Room 315

Office Hours: By appointment only – email instructor for options.

Course Description

This anthropological survey course explores the richness and diversity of Native North American cultures through multiple perspectives and cultural lenses: course lectures, anthropological and Native literature and scholarship, ethnographic and popular film, Native art and artifacts, and the media. We will study Native North American cultures from their initial arrival on the North American continent, through to the different times and places of European contact, and into the 21st century. Our course material is organized according to anthropologically-defined “culture areas” and will provide overviews of major social, economic, and political issues concerning Native American survival and cultural persistence. We will additionally examine the social and historical context of federal policies and institutions (Bureau of Indian Affairs, schools, and missions) imposed on Native peoples during the rapidly changing social and political environment of emergent American nationhood. Finally, we will discuss major issues affecting 21st century Native North Americans, including identity maintenance, federal recognition, repatriation, religious tradition, land claims, environmental and sacred sites protection, health concerns, and casinos.

The course may be additionally useful for those students with interests in North American archaeology and cultural resource management.

This course may be used to fulfill an elective requirement for cultural anthropology, evolutionary anthropology, or general anthropology.

Course Objectives

After taking this course, students enrolled in Indians of North America will be able to:

1. Have a comprehensive, yet nuanced, knowledge of the cultural diversity of Native North American cultures, past and present.
2. Compare and contrast the range of Native American responses to European settlement and colonization over space and time.
3. Assess the benefits and challenges of U.S. federal policy to Native American communities and lifeways both in the historic past and in modern times.
4. Critically evaluate anthropological scholarship and Native perspectives concerning the production of information and understanding of Native North American cultures.

Course Text and Readings:

In an effort to keep course costs low, I am requiring you to purchase only one text (available at the Rutgers University bookstore – Barnes and Noble and New Jersey Books):

Sutton, Mark Q.

2012 An Introduction to Native North America. Fourth Edition. Boston, MA: Pearson Education, Inc.

Additional course readings are scanned from a variety of texts and articles written by anthropologists and Native American scholars and will be posted on our SAKAI website under “Resources”. Please complete the readings for the class for which they are listed on our syllabus.

There may be occasions when I will add an additional source if it is appropriate for our class discussion or contributes relevant recent news concerning a major class topic. Students are also encouraged to share suggestions for additional readings as the course progresses and as new material is encountered through online news sources or student research.

Please be sure to keep a copy of the syllabus handy during class time, and I will be sure to alert you to any changes in course readings and assignments well in advance of the assigned class date. I will also post updated copies of the Power Point files which accompany each class lecture after each class. Power Points are used as visual teaching aids and topic outlines and do not include all material covered in lectures, articles, or our textbook.

Lecture Attendance:

Students are expected to attend all classes, complete all readings and assignments, and actively participate in discussions. As this course is a survey course, it is imperative that you don't miss any of our classes – or leave early. Note that class attendance and participation is graded out of the total number of class sessions – and worth 10% of your final course grade. Per the new Rutgers University policy, if you expect to miss a class, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> <<https://sims.rutgers.edu/ssra/>> to indicate the date and reason for your absence. An email is automatically sent to me. If you do not complete this information and have missed multiple (more than two) classes, I will be contacting you to inquire about your reason for absences.

Note also that the Registrar requests that instructors report course attendance and performance information for each student at regular intervals – missed classes and absences will be noted on the grade sheets which are submitted at mid-semester and end of semester. Generally, the only reasons for an excused absence (which I will assess on the basis of the reporting system) are extreme illness or a family emergency. It is your responsibility to make arrangements with a fellow student (not the instructor) for class notes.

If there are reports of inclement weather or if Rutgers University issues a weather advisory of class cancellation/postponement, look for an email from me sent from the SAKAI system to alert you as to whether we will meet that particular day or have an alternative plan of action (for example, I may have our class watch an online film or KWB lecture as a way to keep up with class topics and schedule).

Office Hours:

My office is located in the Anthropology Department, Ruth Adams Building, 3rd Floor, Room 315 (Cook/Douglass Campus). As noted above, office hours appointments can be made by appointment only. You are strongly advised to contact me via email in order to make the appointment, although quick questions can be answered before or after class. To ensure a response to your email, please write the course name in the subject line. Note that responses to emails sent later than 9 pm may not be answered until the next day. If you have questions concerning preparations for the exams or final, these may not be able to be fully answered in order to be fair to other class members. Be sure to visit our course SAKAI site for additional study or resource suggestions as well as preparation guides for course

exams – you will often receive email messages from me to announce that the resources have been placed on SAKAI “Resources”.

Plagiarism:

Plagiarism, presenting or writing material that is not of your own authorship and without appropriate citation, is a serious academic offense and will not be tolerated. If you are unsure as to what constitutes plagiarism, please consult the Policy on Academic Integrity for Undergraduate and Graduate Students, Rutgers University, New Brunswick Campus: <http://ctaar.rutgers.edu/integrity/policy.html>

Final Exam:

December 17, 8:30-11:30 AM in our regular classroom (BIO 205). Travel plans or job schedules are not acceptable excuses for a request for an exam to be taken on another day. Exam conflict? See <http://nbregistrar.rutgers.edu/undergrad/examrules.htm> for academic/exam rules and information on how to proceed, which will include contacting the Dean’s Office for the College in which you are enrolled. I will also expect verification of the reason for your absence from the examination. Please do not leave this situation until the last minute – figure out whether you have a conflict by checking all of your course examination schedules during the first two weeks of classes. No exceptions.

Accommodations on Exams:

If you require additional time or alternative accommodations on exams or other assignments, please contact the Office of Disability Services at 732-932-2848 or dsoffice@rci.rutgers.edu to determine your Coordinator for Students with Disabilities. If your requests for accommodations are APPROVED, the CSSD generates a Letter of Accommodation (LOA); the LOA must be presented to me at the beginning of the term; if you are approved for accommodations in the middle of the semester, you are strongly encouraged to present the LOA to me as soon as possible. For further information, please reference: <http://studentaffairs.rutgers.edu/disability/>

Policy on Missed Exams, Rescheduling Exams, Late Research Paper/Paper Topic/ Film

Critique:

If we are challenged on exam days by inclement/stormy weather or other emergency I will let you know at least 3 hours beforehand via email and SAKAI announcement if a class is cancelled – and will provide comments on how we will deal with this situation. Otherwise, it is the policy of this course that make-up exams are NOT given if you miss the exam without a valid reason (illness, family emergency). Again, per

the new Rutgers University policy, if you miss the exam, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> <<https://sims.rutgers.edu/ssra/>> to indicate the date and reason for your absence. An email is automatically sent to me. If you miss the exam and it is not for a valid reason, and/or I do not hear from you within 3 hours of the exam, a "0" will be marked as your exam grade and computed into your final course score. Final grades for classes are due to be filed/posted no more than 2 days after the final exam and a missed exam for an unverified situation is not a reason for an official extension.

Per our class assignments (research paper/paper topic/film critique), your paper grade will go down 10 points for each day that it is late (this generally translates to one letter grade down for each day late). Start the paper early and we will both be very happy! Extensions are rare and unusual for this course in order to be fair to other students who turn in papers on time no matter what the circumstance.

IMPORTANT NOTE: all assignments are to be completed and submitted as part of taking this course; it is your responsibility to ensure that the assignments are received by KWB in a timely manner and in the manner which have been requested on the syllabus. Papers/assignments more than three days late will be allotted 0s and factored into your grade.

Film Critique and Research Paper Guidelines; In the News Presentation:

Film Critique

Students are expected to prepare one written critique of a film concerning, depicting, or produced by Native Americans (15%). The paper should be approximately 5 double spaced pages. After a short statement introducing the film topic, critique the film according to what has been presented in class, readings, as well as your own knowledge and outside readings, regarding movie portrayals of Native American cultures. More information concerning this assignment will be given during the first class of the course – and posted on SAKAI in the form of an assignment information sheet. This assignment is due in class in hard copy on October 1. Bring a second copy of the critique to class: you will be required to give a 2-3 minute summary of the film and your opinions of it in class on the day that it is due.

Research Paper and Paper Topic

Students are also expected to prepare a research paper on any topic concerning Native North Americans of their own choosing. The paper is to be 12-15 double space pages in length. Please consult the information sheet for this assignment on SAKAI – "Resources". You will be required to let me know your topic by October 8 (in class) , at which time you will submit a typed paragraph and an annotated bibliography of at least 3 sources to me in class. Again, please consult the information sheet for this assignment on SAKAI –"Resources". The information sheet has a list of suggested topics (don't let this limit you, however!) and examples of the annotated sources format. Do start your research early and expect that other students may also need information from books you may have (consult your classmates). You may surf the internet for information presented by Native Americans but keep in mind

that not everything on the internet is complete or accurate. That said, many Native American tribes and groups maintain web sites that are useful research sources for information concerning Native contemporary life, concerns, and events. Be sure to use a variety of sources of information (journal articles, scholarly books, online Native or other newspaper) for your research; please do not use website information unless it is from a tribal website or another site such as that for the Smithsonian, BIA, etc. The paper is due at our last class, December 10.

Ungraded “In the News” Presentation:

As an ungraded component of the class (but figures into class attendance – if you aren’t “present”, you can’t “present”!), I will ask each student to present a quick (2-3 minute) summary of an article from a Native online news source (Indian Country Today, Nunatsiaq News, etc.) once during the semester – the student “in the news” summaries will take place after announcements at the beginning of each class. I will send around the sign-up sheet to select presentation days in the first week of class – the schedule will be typed and placed on SAKAI – “Resources”. More detailed information on this assignment will be posted on SAKAI – “Resources”.

Grading and Assignment Schedule:

Students are required to complete a range of assignments and exams distributed throughout the course. The midterm and final are geared towards the broader concepts discussed in weekly class meetings as well as your ability understand the diversity of Native American experience and lifeways in North America. There are also two written assignments for which you can tailor to your own interests: the film critique and the research paper of 12-15 pages in length. While this course is largely a lecture course, we will embark on class discussions and you are strongly encouraged to contribute your opinions/news on Native North American topics in class – or send them to me via email for a scholarly volley/discussion!

ASSIGNMENT	WEIGHT	DUE
ATTENDANCE/PARTICIPATION	10%	CUMULATIVE (out of 14)
FILM CRITIQUE	15%	OCT. 1 IN CLASS
RESEARCH PAPER TOPIC	5%	OCT. 8 TOPIC AND ANNOTATED CITATIONS DUE IN CLASS
MIDTERM EXAM	25%	OCT. 15, IN CLASS
RESEARCH PAPER	20%	DEC. 10, IN CLASS
FINAL EXAM	25%	DEC. 17, 8:30-11:30 AM IN OUR CLASSROOM

Grade Calculations

A = 90 - 100 C+ = 77 – 79 F = Below 60

B+ = 87 - 89 C = 70 - 76

B = 80 - 86 D = 60 – 69

Grade “round ups” are only considered at the discretion of the instructor for such grades of 89, 86, 79, 76, 69. Round-ups will depend on both perfect attendance and course assignment grade improvement – no exceptions.

COURSE SCHEDULE

CLASS 1 (Sept. 3): NATIVE AMERICANS: WHO, WHAT, WHERE

TOPICS: Introduction to the Course; Syllabus; Facts and Figures; Studying Native North America; Anthropological and Native Perspectives; Culture Areas; Stereotypes; Contemporary Reservation Life.

CATCH-UP READINGS:

Miner, Horace. 1956: Body Ritual Among the Nacirema. The American Anthropologist, Vol. 58. Pp. 287-291 in Conformity and Conflict: Readings in Cultural Anthropology. 14th Edition, eds. James Spradley and David M. MacCurdy (2012). (SAKAI)

Sutton 2008: 1-16.

Deloria, Vine Jr. 1969: Anthropologists and Other Friends, In Deloria, Vine Jr., Custer Died for Your Sins: An Indian Manifesto, pp. 83-104. New York, NY: Avon Books (SAKAI).

IN-CLASS FILM: Skins (DVD). A film by Chris Eyres Approx. 87 minutes *We will see as much of this film as time permits.

CLASS 2 (Sept. 10): NATIVE NORTH AMERICAN “PRE-HISTORY”, NATIVE AMERICANS AND ARCHAEOLOGY. SCIENCE AND PHILOSOPHY, NATIVE AMERICAN GRAVES AND REPATRIATION ACT of 1990 as amended

TOPICS : Comments on “Skins”, “Smoke Signals” and Sherman Alexie; Reservation “Gangs”; Tales of Origins, Arrival in North America, Major Archaeological Sites.

READINGS:

Sutton 2008: 16-23.

Price, T. Douglas and Gary M. Feinman 2007: Images of the Past, McGraw-Hill, New York (Fifth Edition). READ: Beringia; Cahokia (SAKAI)

Deloria, Vine Jr. 1999: Low Bridge, Everybody Cross. In Spirit and Reason: The Vine Deloria Jr. Reader, pp. 78-100. Fulcrum Publishing, Golden, Colorado. (SAKAI)

Dongoske, Kurt E. 2000: NAGPRA: A New Beginning, Not the End, for Osteological Analysis – A Hopi Perspective, pp. 282-293, Repatriation Reader: Who Owns American Indian Remains, ed. Devon A. Mihesuah. University of Nebraska Press, Lincoln, Nebraska. (SAKAI)

Riding In, James, Cal Seciwa, Suzan Harjo, Walter Echo-Hawk. 2006: Protecting Native American Human Remains, Burial Grounds, and Sacred Places. Wicazo Sa Review 19, Volume 2, 169-202. (SAKAI)

CLASS 3 (Sept. 17): EUROPEANS ON THE SCENE, FEDERAL POLICY, AND EFFECTS ON NATIVE AMERICAN LIFEWAYS

TOPICS: Europeans in North America (where and when); Introduced Diseases; Native Americans and the U.S. Government.

READINGS:

Sutton 2008: 24-43.

Jaimes, M. Annette. 1992: The State of Native America: Genocide, Colonization, and Resistance. Boston, MA: South End Press. Churchill and Morris (Table: 13-21), Robbins (Chapter 3: 87-121) and Jaimes (Chapter 4: 122-138) (SAKAI)

IN-CLASS FILM: Our Spirits Don't Speak English: Indian Boarding School (DVD)

CLASS 4 (Sept. 24): ARCTIC AND SUBARCTIC CULTURE AREAS; RELIGION

TOPICS: Arctic and Subarctic; Native American Religion

READINGS:

Sutton 2008: 44-101

Nelson, Richard. Eskimo Science. 1993. Audubon Magazine, pp. 102-109. Pp. 87-92 in Conformity and Conflict: Readings in Cultural Anthropology. 14th Edition, eds. James Spradley and David M. MacCurdy (2012). (SAKAI)

Riordan, Ann Fienup. Eskimo Essays: Yup'ik Lives and How We See Them. New Brunswick, NJ: Rutgers University Press. Chapter 2, pp. 37-48 (SAKAI).

IN-CLASS FILM CLIP: Nanook of the North (DVD);

NATIVE GROUPS: Inuit, Yupiit, Alutiiq

CLASS 5 (Oct. 1): NORTHEAST CULTURE AREA; NATIVE AMERICAN IDENTITY AND RECOGNITION; NATIVE AMERICAN ACTIVISM

*** YOUR FILM CRITIQUE IS DUE IN CLASS TODAY!!!** (see syllabus, page 5)

TOPICS: Northeast Culture Area, Federal Recognition and the Mashpee, American Indian Movement of the 1960s and 1970s

READINGS:

Sutton 2008: 298-333;

Clifford, James. 1988: Identity in Mashpee, In The Predicament of Culture, pp. 277-346. Cambridge, MA (SAKAI) SKIM!

Boyer, Lanada. 1994; Reflections of Alcatraz. American Indian Culture and Research Journal 18(4): 75-92. In Native American Voices: A Reader Susan Lobo, Steve Talbot, and Traci L Morris, eds., pp 416-423 (2010). (SAKAI)

IN-CLASS FILM CLIP: Last of the Mohicans (DVD).

NATIVE GROUPS: Iroquoians, Ottawa, Mashpee, Lenape

CLASS 6 (Oct. 8): NATIVE AMERICAN ACTIVISM AND STEREOTYPES

*** YOUR PAPER TOPIC IS DUE IN CLASS TODAY** (see syllabus, page 5)

READINGS:

Harjo, Suzan. Activism: Time to Change Native American References in Sports, in American Indian Nations: Yesterday, Today and Tomorrow, ed. George Horse Capture, Duane Champagne, and Chandler c. Jackson, p. 9-21. Altamira Press, New York. (SAKAI)

Basso, Keith. Portraits of the Whiteman: Linguistic Play and Cultural Symbols Among The Western Apache. Cambridge, England: Cambridge University Press. Chapter 3 (SAKAI).

IN-CLASS FILM: "WE STILL LIVE HERE"

CLASS 7 (Oct. 15): MIDTERM (first half of class), Northeast Culture Area (second half of class)

TOPICS: Northeast Culture Area, "Mixed" Native Americans

NATIVE GROUPS: Iroquoians, Ottawa, Mashpee, Lenape

CLASS 8 (Oct. 22): NORTHEAST CULTURE AREA; NATIVE AMERICAN IDENTITY AND RECOGNITION; SOUTHEAST CULTURE AREA

TOPICS: Northeast Culture Area, Federal Recognition and the Mashpee

READINGS:

Sutton 2008: 298-333;

Clifford, James. 1988: Identity in Mashpee, In The Predicament of Culture, pp. 277-346. Cambridge, MA (SAKAI)

NATIVE GROUPS: Iroquoians, Ottawa, Mashpee, Lenape

CLASS 9 (Oct. 29): SOUTHEAST CULTURE AREA

TOPICS: Southeast Culture Area

READINGS:

Sutton 2008: 334-367.

Jolivet, Andrew. Examining the Regional and Multigenerational Context of Creole and American Indian Identity, in Cultural Representation in Native America, ed. Andrew Jolivet, pp.159-187. Altamira Press, Lanham, MD.

NATIVE GROUPS: Cherokee, Natchez, Seminoles

CLASS 10 (Nov. 5): GREAT BASIN AND PLATEAU CULTURE AREAS; REVITALIZATION MOVEMENTS

TOPICS: Great Basin and Plateau, Revitalization Movement Prophets, American Indian Religious Freedom Act.

READINGS: Sutton 2008: 102-122, 151-176

Harjo, Suzan Shown. 2004: American Indian Religious Freedom Act After Twenty-Five Years. *Wicazo Za Review* 19(2): 129-136. In *Native American Voices: A Reader* Susan Lobo, Steve Talbot, and Traci L Morris, eds., pp. 337-341. (SAKAI)

Deloria, Vine Jr. 1999: Sacred Places and Moral Responsibility, in *Spirit and Reason: The Vine Deloria Jr. Reader*, pp. 323-338. Fulcrum Publishing, Golden, Colorado. (SAKAI)

NATIVE GROUPS: Nez Perce, Owens Valley Paiute, Klamath

CLASS 10 (Nov. 5): AMERICAN INDIAN RELIGIOUS FREEDOM ACT, CTD., CALIFORNIA CULTURE AREA, CONTEMPORARY NATIVE ISSUES: PAN-INDIANISM, POWWOWS, AND CASINOS

TOPICS: California culture area; Genocide of Californian Tribes

READINGS:

Sutton 2008: 177-201.

Davis, Sia and Jane Feustel. 2010: Indian Gaming in the States: Dispelling Myths and Highlighting Advantages, in *Native American Voices: A Reader*, Susan Lobo, Steve Talbot, and Traci L Morris, eds., pp. 363-369 (SAKAI).

Sutler-Cohen, Sara C. (Dis)Locating Spiritual Knowledge: Embodied Ideologies, Social Landscapes. and the Power of the Neoshamanic Other. In *Cultural Representation in Native America*, ed. Andrew Jolivet, pp. 43-60. Altamira Press, Lanham, MD. (SAKAI)

NATIVE GROUPS: Yokuts, Chumash, Yahi

FILM: ISHI: THE LAST YAH! (VHS).

CLASS 11 (Nov. 12): SOUTHWEST CULTURE AREA

TOPICS: Southwest culture area, Southwest Prehistory and Cultural Resource Management

READINGS: Sutton 2008: 202-257.

Whiteley, Peter M. 2004: Ties That Bind: Hopi Gift Culture and Its First Culture with the United States. Natural History, November, pp. 26-31. (SAKAI)

Tedlock, Barbara 1992: The Beautiful and the Dangerous: Dialogues with Zuni Indians. New York, NY: Viking. Chapters 14 and 16. (SAKAI)

NATIVE GROUPS: Navajo, Hopi, Zuni

CLASS 12 (Nov. 19): CONTEMPORARY NATIVE AMERICAN ISSUES: LAND RIGHTS, "URBAN INDIANS", TOXIC LANDS; NORTHWEST CULTURE AREA; MUSEUMS

TOPICS: Fighting for Land, Living in the City; Northwest culture area, the potlatch

READINGS:

Forbes, Jack. 1998: The Urban Tradition Among Native Americans. American Indian Culture and Research Journal, 22, No, 4. (approx. 12 pages) (SAKAI)

Churchill, Ward 1993: American Indian Lands: The Native Ethic Amid Resource Development, in pp. 15-32, In Struggle for the Land, Ward Churchill, Common Courage Press, Monroe, Maine. (SAKAI)

Churchill, Ward. 1993: The Struggle for Newe Segobia: The Western Shoshone Battle for Their Homeland. In Struggle for the Land, by Ward Churchill, pp. 197-216. Common Courage Press, Monroe, Maine. (SAKAI)

Sutton 2008: 123-150. (SKIM)

NATIVE GROUPS: Kwakiutl, Tlingit

CLASS 13 (Dec. 3): NORTHWEST CULTURE AREA, CTD. PLAINS CULTURE AREA

TOPICS: Northwest Culture area ctd.; Edward Curtis

READINGS:

Sutton 2008: 258-297 (SKIM)

Williams, Walter L. The Berdache Tradition. Annual Editions: Anthropology 11/12: Pp. 114-119.

Gonzalez, Mario. 2010: The Black Hills: The Sacred Land of the Lakota and Tsistsistas, pp. 113-119 in Native American Voices: A Reader, Susan Lobo, Steve Talbot, and Traci L Morris, eds. (SAKAI).

IN-CLASS FILM CLIP: IN THE LAND OF WAR CANOES (DVD)

NATIVE GROUPS: Kwakiutl, Tlingit, Cheyenne, Mandans, Lakota (Sioux)

CLASS 14 (Dec. 10): CONTEMPORARY NATIVE AMERICAN ISSUES: HEALTH, NATIVE AMERICANS AND THE U.N. DECLARATION OF THE RIGHTS OF INDIGENOUS PEOPLES; GLOBAL WARMING

*** YOUR RESEARCH PAPER IS DUE IN CLASS TODAY!**

TOPICS: Indian Health Service, Alcoholism, Diabetes, Challenges of the 21st century: indigenous rights; exam tips

READING: Murillo, Larry. 2010: Perspectives on Traditional Health Practices, in Native American Voices: A Reader, Susan Lobo, Steve Talbot, and Traci L Morris, eds., pp. 276-283 (SAKAI).

Szathmary, Eموke J.E. 1994: Non-Insulin Dependent Diabetes Mellitus Among Aboriginal North America, Annual Review of Anthropology 23:457-82.(SAKAI) **OPTIONAL**

Declaration of the Rights of Indigenous Peoples (SAKAI)