

North American Indians
Anthropology 212:001

T, TH 3:30 – 4:45 (3 credits) Candelaria 1260 Fall 2016 LAC 5C & 8

<u>Instructor:</u> Dr. Sally McBeth Candelaria 2200 C (970) 351-1746 sally.mcbeth@unco.edu	<u>Office Hours:</u> Mon 10:00 – 2:00 Tues 2:00 – 3:00 Thurs 2:00 – 3:00 <u>or by appointment</u>
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Texts: An Introduction to Native North America ('08; 3rd or '12 4th ed.)
Sutton, Mark *also on Michener reserve*

Catalogue Description

This course surveys the culture areas of Native American groups in North America, with a focus on the U.S.

Course Description

This survey course will focus on *Native North American* cultures as they existed traditionally, before European contact, and as they survive today in contemporary 21st century America. The course will cover a general introduction to *indigenous* cultures of the US and Canada. We will explore what have come to be known as "culture areas" (regions) of *North American Indians*; this study will provide background for the complexity and diversity of *First Nations People*. Additionally, we will critically examine Indian-White relations and historical and contemporary issues that affect Native people.

It is essential to keep in mind that the complexity and diversity of *North American Indians* is tremendous: over 300 separate languages representing unique socio-cultural groups were present North of Mexico prior to contact. To speak of "Indians", then, as one people misrepresents the incredible complexity of *Amerindian* cultural variation.

DSS Statement

Any student requesting disability accommodation for this class must inform the instructor by giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

Student Learning Outcomes (North American Indians & Anthropology)

- 1) become familiar with the diversity of and the names and locations of American Indian tribes
- 2) develop an understanding of diverse perspectives among Native Americans
- 3) become familiar with the cataloguing device known as the culture area concept
- 4) gain an understanding of the concept of culture and how it is manifested among a number of North American Indian tribes
- 5) understand how Native cultures relate to the physical, social, and spiritual worlds
- 6) become aware of stereotypes of Native people
- 7) competency in critical thinking
- 8) competency in written communication
- 9) develop a love of our country's roots

- 10) understand methods commonly used by cultural anthropologists including critical reading of ethnographic description, ability to create, analyze, and synthesize well-structured arguments, cultural awareness, critical thinking, empathy for others, and the ability to conceive and apply alternative interpretations to the contemporary problems of culturally diverse societies.

Course requirements:

- 200 points Open Book Blackboard-Based Quizzes on Chapters in Sutton**
25 points @ Chapters 1-12 = 300 pts. I will drop four lowest quiz scores which mean that the quizzes are worth 200 pts. See syllabus for days and times that chapter quizzes will be open (**typically Fri 5 am to Tues 3:00 pm**) . Go to BB course menu and click on "on-line quizzes." You will have 1 hour and 15 minutes to complete the quiz. You must take the quiz in one sitting (you may get a prompt that you can "save and return" but that is not correct). See me for any unanticipated computer crashes or unclear wordings which I always appreciate and correct accordingly.
- 100 pts. In-class Assignments, Discussion, and Participation**
Your attendance and participation are vital to your success in this class. There will be weekly in-class projects, reactions to creation narratives, reactions to films viewed in-class, etc. Seven of these are assigned in advance and will be due in class (see below), but others will be in-class group projects. These cannot be made up. Please bring books to class, and keep up with the reading. **The 100 points will not be fully calculated until the end of the semester.**
- 300 pts. Assignments: see syllabus** [Emergence (25 pts.), Smoke Signals (100 pts.), Totem Teddy (50 pts.), Ute Must Go (50 pts.), The Coming of the Pipe (25 pts.), Alone on the Hilltop (25 pts.), World on the Turtles Back (25 pts.)]. See pp. 8-10 of syllabus for prompts and point value.
- 200 pts. Two In-class Multiple Choice exams:** October 6th and December 7th
- 800 pts. TOTAL**

I may use a plus grade (+) on occasion. I do not use minuses (-) because they actually lower your GPA (for example B=3.0 but B- = 2.667, which by my calculations is really a C+).

Grade	Points
A	800-720 (100-90%)
B	719-639 (89-80%)
C	638-558 (79-70%)
D	557- 477 (69-60%)

from N. Scott Momaday (Kiowa) In The Bear's House (1999: 26-27): a prayer from the creator to bear (and my wish for you)

"I pray that you are kept safe throughout this day, that you live as wholly as you can, that you see things that you have not seen before and that more of them are beautiful than not, more of them delightful than not. I pray that you hold easily in your hands the balance of earth and sky, that you laugh and cry, know freedom and restraint, some joy and some sorrow, pleasure and pain, much of life and a little of death. I pray that you are grateful for the gift of your being, and I pray that you celebrate your life in the proper way, with grace and humility, wonder and contentment, in the strong, deep current of your spirit's voice. I pray that you are happily in love in the dawn and that you are more deeply in love in the dusk. Amen."

**This is our mapping device for the course
NORTH AMERICAN CULTURE AREAS**



North American Indian Tribes



MAP of NORTH AMERICAN INDIAN TRIBES
Around the time of first intensive 'contact' with Europeans

Tentative Course Outline and Assignments:

- be sure to look ahead; assignments are due on day listed
- discussion and class contributions are **very important**
- please turn off and put away cell phones (except for emergency situations). NO TEXTING.
- **This is a BLACKBOARD Class (but do NOT turn written assignments in on Blackboard).** Check BB announcements regularly.
- I am good at returning emails, but you need to use your **Bear email address**

Week #1

Aug. 23

INTRODUCTION

Introduction to Course and Course Requirements

Aug. 25

Culture Area Concept; Terminology

Assignment: Chapter 1 (Sutton 3rd: 1-23; 4th: 1-24) + quiz

BB Quiz open 8-23; 5:00 am to 8-30; 3:00 pm

Highlight: the *Atl Atl*

Week #2

Aug. 30

HISTORICAL CONSEQUENCES OF CONTACT

Assignment: Chapter 2 (Sutton 3rd: 24-43; 4th: 25-45) + quiz

BB Quiz open 8-26; 5:00 am to 9-6; 3:00 pm

Highlight: *Columbus Quiz, Disease, Treaties & Sovereignty*

Sept. 1

Issues of Origins: **read** *The Emergence* (posted in Week 2 folder) and **write** a brief explanation (posted in Week 2 folder; ~ 500 words; 25pts; not hand written; see syllabus pp. 8-10 for prompt).

Week #3

Sept. 6

ARCTIC

Assignment: Chapter 3 (Sutton 3rd: 44-81; 4th: 46-80) + quiz

BB Quiz open 9-2; 5:00 am to 9-8; 3:00 pm

Sept. 8

Highlight: *Arctic Song and Language and Folklore*; in-class reading of Sedna (posted in Week 3 folder) and discussion on what Arctic morals this story includes (plus a 21st century Japanese Sedna animation).

Week #4

Sept. 13

SUBARCTIC

Assignment: Chapter 4 (Sutton 3rd: 82-101; 4th: 1-24; 81-99) + quiz

BB Quiz open 9-9; 5:00 am to 9-13; 3:00 pm

Sept. 15

Highlight: *Windigo* (and unrelated *Sasquatch*); in-class reading of Windigo (posted in Week 4 folder) and discussion of meaning of this Subarctic phenomenon.

Week #5

Sept. 20

PLATEAU

Assignment: Chapter 5 (Sutton 3rd: 102-122; 4th: 100-118) + quiz

BB Quiz open 9-16; 5:00 am to 9-20; 3:00 pm

- Sept. 22 The Trickster in Native American Folklore (and, of course, Wile E. Coyote [hard headipus ravenous]); in-class reading of some trickster stories tba [note: some graphic content] (posted in Week 5 folder) and discussion of meaning of the elusive trickster.
Assignment: *Smoke Signals* film assignment (~ 1000 words; not hand written; see syllabus pp. 8-10 for prompt).
- Week #6**
 Sept. 27 **NORTHWEST COAST**
Assignment: Chapter 6 (Sutton 3rd: 123-150; 4th: 119-142) + quiz
BB Quiz open 9-23; 5:00 am to 9-27; 3:00 pm;
Assignment: Totem Teddy Soft Chalk Module (posted in Week 6 folder; ~ 750 words; 50 pts; not hand written; see syllabus pp. 8-10 for prompt).
- Sept. 29 Highlight: *NW Coast Potlatch & Art*; in-class reading of *Theft of Light* (posted in Week 6 folder) and discussion of Raven as “trickster.”
- Week #7**
 Oct. 4 **GREAT BASIN**
Assignment: Chapter 7 (Sutton 3rd: 151-176; 4th: 143-165) + quiz
BB Quiz open 9-30; 5:00 am to 10-4; 3:00 pm
 Highlight: *Ghost Dance and Wounded Knee*
- Oct. 6 **Exam #1:** Multiple Choice (100 pts.)
- Week #8**
 Oct. 11 **CALIFORNIA**
Assignment: Chapter 8 (Sutton 3rd: 177-201; 4th: 166-188) + quiz
BB Quiz open 10-7; 5:00 am to 10-11; 3:00 pm
 Highlight: *Mt. Shasta and the Concept of Sacred Places*
- Oct. 13 Highlight: *Animism, Shamanism, and the Sucking Cure*
Assignment: The Ute Must Go Powerpoint (posted in Week 8 folder; ~ 750 words; 50 pts; not hand written; see syllabus pp. 8-10 for prompt).
- Week #9**
 Oct. 18 **SOUTHWEST**
Assignment: Chapter 9 (Sutton 3rd: 202-248; 4th: 189-229 [Tarahumara Case Study not required] + quiz
BB Quiz open 10-14; 5:00 am to 10-18; 3:00 pm
- Oct. 20 Highlight: *Chaco Canyon*; in-class reading of *Shades of Shit* (posted in Week 9 folder) and discussion of your reactions to this story and what Apache values are present; animated documentary - *Frontera*
- Week #10**
 Oct. 25 **SOUTHWEST (cont.)**
 Highlight: *Pueblo Ceremony & Navajo Healing*; fieldtrip to Southwest pottery display (Michener Library).
- Oct. 27 Highlight: *Two-Spirited People (Berdache)*

Week #11

Nov. 1

PLAINS

Assignment: Chapter 10 (Sutton 3rd: 258-297; 4th: 239-273) + quiz
BB Quiz open 10-28; 5:00 am to 11-1; 3:00 pm;); in-class reading of
Arapaho Creation Narrative (posted in Week 11 folder) and discussion of
meaning of earth diver motif.

Nov. 3

Highlight: *The Pipe*; **read** *The Coming of the Pipe* (posted in Week 11
folder; ~ 500 words; 25 pts; not hand written; see syllabus pp. 8-10 for
prompt).

Week #12

Nov. 8

PLAINS (cont.)

Highlight: *Vision Quest and Sundance*; **read** *Alone on the Hilltop* (posted
in Week 12 folder; ~ 500 words; 25 pts; not hand written; see syllabus pp.
8-10 for prompt).

Nov. 10

Highlight: *Peyotism*

Week #13

Nov. 15

NORTHEAST

Assignment: Chapter 11(Sutton 3rd: 298-325; 4th: 274-298) [Ottawa Case
Study not required] + quiz
BB Quiz open 11-11; 5:00 am to 11-15; 3:00 pm;); in-class reading of
Corn Mother (posted in Week 13 folder) and discussion of meaning of
sacrifice theme.

Nov. 17

Highlight: *Lacrosse; League of the Iroquois*; **read** *The World on the*
Turtle's Back (posted in Week 13 folder; ~ 500 words; 25 pts; not hand
written; see syllabus pp. 8-10 for prompt).

Week #14

Nov. 22

SOUTHEAST

Assignment: Chapter 12 (Sutton 3rd: 334-359; 4th: 307-331) [Natchez
Case Study not required] + quiz;
BB Quiz open 11-18; 5:00 am to 11-22; 3:00 pm; in-class reading of *Two*
Cherokee Stories (posted in Week 14 folder) and discussion of your
reactions to these stories.

Nov. 24

Thanksgiving: no class

Week #15

Nov. 29

SOUTHEAST (cont.)

Highlight: *Cherokee Nation v. State of Georgia (1831)*

Dec. 1

CONTEMPORARY ISSUES

Assignment: Chapter 13 (Sutton 3rd:368-378; 4th: 339-354) no quiz

Week #16

Dec. 7

Second Exam

Wednesday of finals week: 1:30 – 4:00

WRITING ASSIGNMENTS
(Hand written assignments will not be accepted)

General Thoughts on Written Assignments and the Reading of Sacred Narrative & Folklore

Title: give your essay(s) a creative title; writing makes your thinking more visible.

Headings: be imaginative in how you will organize your essays; use headings to help your reader along.

Paragraph breaks: watch overly-long paragraphs. One double-spaced page should have at least one paragraph break.

Voice: use an authentic or original "voice." I want to see you in these assignments

Mechanics and Grammar: Proof read your papers carefully. Read them aloud, have a friend who is not afraid to be kindly critical read them. How clear and effective is your prose?

Clichés: Avoid clichés like cool, awesome, hit the nail on the head, and the like.

Citation Style: Use parenthetical Citations (McBeth 2015:4); you do not need to include a References Cited page.

Page numbers: don't forget to insert.

In anthropology, the use of "I" is acceptable; "you" is not.

The use of "it." While sometimes the word "it" works, you can always re-write the sentence and get a better result. In my opinion "it" is over-used and is frequently ineffective.

Reading non-Literally: Many of your readings are oral traditions and should not be read literally (but rather metaphorically or symbolically). That is, if a she-bear and a man have cubs, this is not "bestiality" but rather speaks to the mystical connection between the spiritual, human, and animal/insect/plant worlds. You know, like *The Lion King* song, *The Circle of Life*...

***Typically 250 words double-spaced at ~12 font = 1 page**

Assignment #1: Emergence (25 pts. ~ 500 words)

Summarize story briefly and write a brief explanation on what the underlying metaphor of this story might be. Define metaphor (citation). Note: Hactcin are spiritual beings.

Assignment #2: Smoke Signals (100 pts. ~ 1000 words)

After you have watched the film (on reserve at Michener Library, available through Netflix or at most public libraries), read the poem *How Do We Forgive Our Fathers* (below) by Dick Lourie which is heard in voiceover at the end of the film.

Choose one of the prompts below and write an essay of about 1000 +/- words

1. The poem was recited by Thomas in voiceover at the end of the film as Victor rages and finally assumes a fetal position on the bridge. It clearly relates to the dominant theme of the story. There is a question asked at the end of the poem. From Victor's point of view, what is the answer to this question?

2. In the voice over at the film's beginning, Thomas says: "There are some children who are pillars of flame that burn everything they touch and there are some children who are just pillars of ash that fall apart when you touch them. Me and Victor, we were children born of flame and ash." Thomas is using metaphors, pillars of flame and ash, to describe character traits. What do you see (or not see) in Thomas and Victor that show them to be as Thomas has described?

3. In a flashback Suzy and Arnold share the worst things they have ever done. Arnold gives no more details than that he "broke three hearts, too." To what is he referring?
4. Thomas, the film's narrator, is a storyteller, an individual responsible for carrying on the oral tradition of the tribe. What stories does he tell that seem to carry more meaning than what appears on the surface?
5. Write your own prompt and response. IF you choose this option, you must have it okayed by me no later than Sept. 15.

How do we forgive our Fathers?

Maybe in a dream
Do we forgive our Fathers for leaving us too often or forever
when we were little?

Maybe for scaring us with unexpected rage
or making us nervous
because there never seemed to be any rage there at all.

Do we forgive our fathers for marrying or not marrying our mothers?
For divorcing or not divorcing our Mothers?

And shall we forgive them for their excesses of warmth or coldness?
Shall we forgive them for pushing or leaning
for shutting doors
for speaking through walls
or never speaking
or never being silent?

Do we forgive our fathers in our age or in theirs
or their deaths
saying it to them or not saying it?

If we forgive our Fathers what is left?

Assignment #3: Totem Teddy Softchalk (50 pts. ~ 750 words)

The purpose of this essay is to require you to reflect on the materials presented. I want you to comment on and provide your thoughts on a) art, with a focus on totem poles but including other material culture items, noting that there is no word for "art" in Northwest Coast Indian languages because "art" was such an integral part of every phase of life; b) NAGPRA and its significance to Native people. Make references to slides.

Assignment #4: The Ute Must Go Powerpoint (50 pts. ~ 750 words)

The purpose of this essay is to require you to reflect on the materials presented.
I want you to consider how Nathan Meeker (the founder of Greeley aka the Union Colony)

misunderstood Ute culture (include information on Ute culture and Meeker) and how this misunderstanding led not only to his (and others) death(s), but also the forced removal of the Ute from their treaty-guaranteed lands. You should briefly consider the last 3 questions on the slides. Make references to slides.

Assignment #5: The Coming of the Pipe (25 pts. ~ 500 words)

Summarize story briefly (4-8 sentences) and write a brief explanation on your reactions to this story including the significance of gender.

Assignment #6: Alone on a Hilltop (25 pts. ~ 500 words)

Summarize story briefly. You have read about the Vision Quest as a central coming-of-age ceremony in a number of culture areas. Visions were not hazy or ill-defined. One Lakota states, "It hits you sharp and clear like an electric shock. You are wide awake and, suddenly there is a person [or being] standing next to you who you know can't be there at all... yet, you are not dreaming; your eyes are open." Write a brief explanation on your reactions to this story.

Assignment #7: The World on the Turtle's Back (25 pts. ~ 500 words)

Summarize story briefly. This "classic" story is about the duality of the universe; write a brief explanation on your reactions to this story including themes that you have seen in other stories that we have read, from Sutton, or from your own knowledge.