

North American Indians
Anthropology 212 - 001

MWF 11:15 – 12:05

Candelaria 1220

Spring 2017

LAC: Area 5C and 8

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Office Hours: Mon 12:15 – 4:00
Wed 12:15 – 2:00
or by appointment

Texts: An Introduction to
Native North America (any edition) 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.

Course Goals and Objectives (North American Indians)

- 1) become familiar with the diversity of and the names and locations of American Indian tribes
- 2) become familiar with the cataloguing device known as the culture area concept
- 3) gain an understanding of the concept of culture and how it is manifested among a number of North American Indian tribes
- 4) read ethnographic descriptions critically and be able to write about the author's presentation.
- 5) become familiar with a few examples of Native American spirituality
- 6) become aware of stereotypes of Native people
- 7) demonstrate grade-level writing and communication skill

Learning Outcomes (Anthropology)

- 1) Knowledge of the concept of culture and how cultural processes work in cultural adaptation.
- 2) 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 Canvas 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. 1 am to Wed. 11 pm; expanded for 1st 2 weeks**). Go to Canvas course menu and click on "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. Five 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. **The 100 points will not be fully calculated until the end of the semester.**

200 pts. Assignments: see syllabus pp. 9-12 [Emergence (25 pts.), Smoke Signals (100 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: March 3rd and May 5th

700 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	700-720 (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 European

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 CANVAS Class (but do NOT turn written assignments in on Canvas).** I will post assignments, interesting links to sites, and the like throughout the semester. Please check regularly.
- I am good at returning emails, but you need to use your **Bear email address**

Week #1

INTRODUCTION

Jan. 9

Introduction to Course and Course Requirements

Jan. 11

Culture Area Concept; Terminology

Assignment: Chapter 1 + quiz

Quiz open 1-9; 7:00 am to 1-20; 11:00 am

Jan. 13

Highlight: the *At/ At/*

Week #2

HISTORICAL CONSEQUENCES OF CONTACT

Jan. 16

Martin Luther King Day: no class

Jan. 18

Assignment: Chapter 2 + quiz

Quiz open 1-9; 7:00 am to 1-20; 11:00 am

Disease & Sovereignty

Jan. 20

Issues of Origins: **read** *The Emergence* (posted in Week 2 folder) and **write** a brief essay (~ 500 words; not hand written; **25 points**). See syllabus p. 9 for prompt.

Week #3

ARCTIC

Jan. 23

Introduction to Arctic

Jan. 25

Assignment: Chapter 3 + quiz

Quiz open; 1-20; 1:00 pm to 1-25; 11:00 am

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

Jan. 27

Arctic continued

Week #4

SUBARCTIC

Jan. 30

Introduction to Subarctic

Feb. 1

Assignment: Chapter 4 + quiz

Quiz open 1-27; 1:00 pm to 2-1; 11:00 am

Feb. 3 Highlight: Windigo (and unrelated Sasquatch); in-class reading of *Windigo* (posted in Week 4 folder) and discussion of meaning of this Subarctic phenomenon.

Assignment: Essay #2: *Smoke Signals*. See syllabus pp. 9-11 for prompt.

Week #5

PLATEAU

Feb. 6 Introduction to Plateau

Feb. 8 **Assignment:** Chapter 5 + quiz
Quiz open 2-3; 1:00 pm to 2-8; 11:00 am

Feb. 10 Highlight: The Trickster in Native American Folklore (and, of course Wile E. Coyote [hard headedipus ravenous]); in-class reading of some trickster stories [note: some graphic content]; posted in Week 5 folder) and discussion of meaning of the elusive trickster.

Week #6

NORTHWEST COAST

Feb. 13 Introduction to Northwest Coast

Feb. 15 **Assignment:** Chapter 6 + quiz
Quiz open 2-10; 1:00 pm to 2-15; 11:00 am
Highlight: *NW Coast Potlatch & Art*

Feb. 17 In-class discussion of "Totem Teddy."

Week #7

GREAT BASIN

Feb. 20 Introduction to Great Basin

Feb. 22 **Assignment:** Chapter 7 + quiz
Quiz open 2-17; 1:00 pm to 2-22; 11:00 am
Highlight: *Ghost Dance and Wounded Knee*

Feb. 24 In-class discussion of "The Utes Must Go."

Week #8

CALIFORNIA

Feb. 27 Introduction to California; Highlight: *Mt. Shasta and the Concept of Sacred Places; Who Speaks Wukchumni?*

March 1 **Assignment:** Chapter 8 + quiz

Quiz open 2-24; 1:00 pm to 3-1; 11:00 am

Highlight: *Animism, Shamanism, and the Sucking Cure*

March 3

Exam #1

Week #9

March 6

SOUTHWEST

Introduction to Southwest

March 8

Assignment: Chapter 9 + quiz

[Rarámuri/Tarahumara Case Study not required]

Quiz open 3-3; 1:00 pm to 3-8; 11:00 am

March 10

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; *Frontera* – animated documentary.

SPRING BREAK

Week #10

March 20

SOUTHWEST (cont.)

Highlight: *Pueblo Calendrical Ceremonies*; field trip to Michener Library Pottery exhibit

March 22

Highlight: *Navajo Healing Ceremonies*

March 24

Highlight: *Two-Spirited People*

Week #11

March 27

PLAINS

Introduction to Plains

March 29

No class

Assignment: Chapter 10 + quiz

Quiz open 3-24; 1:00 pm to 3-29; 11:00 am

March 31

No class; go to “Made for the Tourist Trade” exhibit this week at Greeley History Museum (714 8th St.; open W-Sat 10 - 4:30; Sun 12 – 4:30; free admission; tell them you are with McBeth’s North American Indian class; short write up (250 words) on what piqued your interest in exhibit materials; worth 2 days participation points + 10 points extra credit.

Week #12

April 3

PLAINS (cont.)

Highlight: *The Pipe*; **read** *The Coming of the Pipe* (posted in Week 12 folder) and **write** a brief essay (~ 500 words; not hand written; **25 points**). See syllabus p. 11 for prompt.

April 5

Highlight: *Vision Quest and Sundance*; **read** *Alone on the Hilltop* (posted in Week 12 folder) and **write** a brief essay (~ 500 words; not hand written; **25 points**). See syllabus p. 11 for prompt.

April 7

Highlight: *Peyotism* (Native American Church)

Week #13

April 10

NORTHEAST

Introduction to Northeast

April 12

Assignment: Chapter 11 + quiz
[Ottawa Case Study not required]
Quiz open 4-7; 1:00 pm to 4-12; 11:00 am
In-class reading of *Corn Mother* (posted in Week 13 folder) and discussion of meaning of sacrifice theme.

April 14

Highlight: *Lacrosse; League of the Iroquois*
Read *The World on the Turtle's Back* (posted in Week 13 folder) and **write** a brief essay (~ 500 words; not hand written; **25 points**). See syllabus p. 11 for prompt.

Week #14

April 17

SOUTHEAST

Introduction to Southeast

April 19

Assignment: Chapter 1 [Natchez Case Study not required] + quiz
Quiz open 4-14; 1:00 pm to 4-19; 11:00 am.
In-class reading of *Two Cherokee Stories* (posted in Week 14 folder) and discussion of meanings.

April 21

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

Week #15

April 24

Contemporary Issues

Assignment: Chapter 13; no quiz.

April 26

Highlight: *film tba*

April 28

Review for Exam 2 (non-cumulative except as noted on study guide)

Week #16
May 5

Finals Week
Friday of Finals Week: Exam 2 8:00 a.m. to 10:30 a.m.

Assignment #1: *Emergence*

Due: Jan. 20 (bring to class)

Points: 25

Format: double-space; 12 font

Length: 500 words *Typically 250 words double-spaced at ~12 font = 1 page

Summarize story briefly (1/2 page) and write an explanation on what the underlying metaphor of this story might be (there is no one correct answer). Define metaphor (citation). Note: hactcin are spiritual beings; we do not usually use the word “god” or “goddess” when discussing Native belief systems.

Assignment #2: *Smoke Signals*

Due: Feb. 3 (bring to class)

Points: 100

Format: double-space; 12 font

Length: 1000-1500 words *Typically 250 words double-spaced at ~12 font = 1 page

Accessing Smoke Signals

The link to watch Smoke Signals online is below. **NOTE:** There are deceptive pop-up ads associated with this link; to prevent them from appearing, follow the instructions below to obtain Google’s Ad Block, an internet attachment made by Google to prevent ads and pop-ups from appearing on your browser. I highly recommend doing this before following the link, it is completely free and very quick to install. Just a reminder: students should not have to enter personal information to watch the movie on this link, it is completely free.

AdBlock Instructions:

1. Open Google Chrome and perform a search for “Chrome AdBlock” – select the first link
2. A window titled “AdBlock” should appear- click the blue “Add To Chrome” option;
 - A confirmation box will appear; click “Add extension” and wait for the installation to complete (it should only take a few seconds)
3. After installation has complete, close the tab and you’re all set! Follow the Smoke Signals link below, or copy and paste it into Google Chrome.

Smoke Signals Link:

<http://www.watchfree.to/watch-2fde-Smoke-Signals-movie-online-free-putlocker.html>

Note: When you first click play, a pop-up tab will open; simply close this new tab and press play on the movie again and it will begin. Unfortunately, there is no way of getting around this.

After you have watched the film (on reserve at Michener Library, available at most public libraries, and of course above), 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 your essay

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 Jan. 23.

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: *The Coming of the Pipe*

Due: April 3 (bring to class)

Points: 25

Format: double-space; 12 font

Length: 500 words *Typically 250 words double-spaced at ~12 font = 1 page

Summarize story briefly (1/2 page) and write a brief explanation on your reactions to this story including the significance of gender.

Assignment #4: Alone on a Hilltop

Due: April 5 (bring to class)

Points: 25

Format: double-space; 12 font

Length: 500 words *Typically 250 words double-spaced at ~12 font = 1 page

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 #5: *The World on the Turtle's Back*

Due: April 14 (bring to class)

Points: 25

Format: double-space; 12 font

Length: 500 words *Typically 250 words double-spaced at ~12 font = 1 page

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.