

Indigenous Peoples of North America

Anthropology 3110 Syllabus - Spring 2022

Contact Information/Office Hours

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Professor Note

Most of the design of this syllabus and course are due to the hard work of Dr. Adam Dunstan, the professor of this course prior to me. I've made very few changes to the syllabus and course. The changes I have made include changes to assignments, particularly the number of required discussions, the discussion rubric, tests questions, and the format of the peoplehood project. I've also updated the course policies section and included additional videos in some course lessons on Canvas.

Course Introduction

"Native survivance is an active sense of presence over absence" - Gerald Vizenor

This course explores the cultural diversity, ways of life, history, and present-day realities of the indigenous peoples of North America – those peoples present on this continent prior to the arrival of Europeans. This course will be particularly geared towards overcoming persistent and incorrect stereotypes among non-indigenous Americans about indigenous peoples. Where mainstream media represents Native Americans as a monolithic whole, we will use ethnographic studies and indigenous scholarship to show how there is no homogenous group of "Native Americans": rather, there are hundreds of indigenous nations in North America, and we will attempt to briefly survey this vast and rich cultural diversity. Furthermore, while indigenous peoples and colonial assaults against them are often thought of as belonging to history, we will show the continuing struggles of indigenous nations for sovereignty and survivance against colonialism. A final overarching topic will be who has the right to speak about indigenous peoples and if research, itself, is colonial.

Required Texts

1. Steve Talbot, Native Nations of North America: An Indigenous Perspective. Pearson, 2015. (T)
2. All other readings will be posted on Canvas (C).

Indigenous Voices

To provide additional perspectives, this course will engage with indigenous voices and scholarship in a number of ways. Nearly all of the Canvas readings were written by Native scholars or authors; there are also a number of videos by or featuring indigenous persons.

Learning Objectives

Students will:

1. Comprehend cultural diversity among North American indigenous populations, past and present, and discuss examples of specific indigenous cultures.
2. Apply scholarly theories, including the peoplehood matrix, to analyze contemporary indigenous issues.
3. Assess ideological and social factors leading to colonialism historically.
4. Analyze the continuing impacts of colonialism and social, economic, political, and cultural factors affecting present-day issues of sovereignty and survival for Native Americans.
5. Design a presentation on the traditional culture and contemporary situation of an indigenous nation.
6. Assess power dynamics, history, and issues of authority relative to anthropological research of Native Americans.

Assignments

Course Website: All course materials, readings, and any other resources necessary for this course will be available on Canvas. All assignments, discussions, and tests must be submitted on Canvas or to my UNT e-mail directly if you are having issues with Canvas. Please use your UNT e-mail ONLY to communicate with me or submit assignments. **All due dates are on the course schedule.**

Introduce Yourself Discussion: Please take time to introduce yourself to your peers by telling us a little bit about your background. What interests you about this class? What do you expect to learn in this course? Respond to at least one classmate. See Canvas for details.

Discussion Board Posts/Response Posts: Students will complete eight discussion board responses which are related to the assigned readings. As part of this assignment, students will also respond to the discussion board post of one of their peers. Use discussion rubric for all responses.

Peoplehood Project: Students will develop a poster in which they holistically describe an indigenous nation, and challenges to the peoplehood of this group, based upon research with primary and/or scholarly sources. Additional information is provided on Canvas.

Tests: Students will complete three tests via Canvas over the course materials for each of the three units.

Objectives/Assignments Correlation Table

Objective	Assignment
1: Comprehend diversity among North American indigenous populations, past and present, and discuss examples of specific indigenous cultures.	Peoplehood Project Tests 1, 2, 3 Discussions 2, 6, 7, 8, 9
2: Apply scholarly theories, including the peoplehood matrix, to analyze contemporary indigenous issues.	Peoplehood Project Tests 1, 2, 3 Discussions 1, 2, 6, 8, 9, 14
3: Assess ideological and social factors leading to colonialism historically	Tests 1, 2, 3 Discussions 4, 7, 13
4: Analyze the continuing impacts of colonialism and social, economic, political, and cultural factors affecting present-day issues of sovereignty and survival for Native Americans.	Peoplehood Project Tests 1, 2, 3 Discussions 6, 7, 13, 14
5: Design a website on the traditional culture and contemporary situation of an indigenous nation.	Peoplehood Project
6: Assess power dynamics, history, and issues of authority relative to anthropological research of Native Americans.	Tests 1, 2, 3 Discussion 15

Grading Scale

900-1000 A / 800-899 B / 700-799 C / 600-690 D / 0-599 F

Grading Composition

Introduce Yourself Discussion.....	10 Points
Discussion Boards.....	240 Points
Test 1.....	200 Points
Test 2.....	200 Points
Peoplehood Project.....	150 Points
Test 3.....	200 Points
Total.....	1000 Point

Course Policies

Withdrawal: If you are unable to complete this course, you must officially withdraw by the University-designated date (for a "W" with instructor approval). Withdrawing from a course is a formal procedure that YOU must initiate. I cannot do it for you. If you simply stop attending and do not withdraw, you will receive a performance grade, usually an "F".

Extra Credit: Extra credit will be offered on some assignments, discussions, and tests.

Acceptable Student Behavior: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic

classrooms, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct (<https://deanofstudents.unt.edu/conduct>) to learn more. Review these sources for information regarding unacceptable and inappropriate behavior. Such behavior is not tolerated on UNT's campus and will not be tolerated in class. **In this classroom, "acceptable student behavior" includes (but is not limited to) (1) being respectful of others' thoughts, opinions, experiences, and perspectives and (2) using the discussion board forums appropriately.**

Contacting the Professor: I am available on Tuesdays and Thursdays between 2:15 PM and 3:15PM PM. I am also available by appointment. You can contact me via email at kimberly.wren@unt.edu. All emails must be submitted from your UNT e-mail address. Please give me 24 hours to respond before you send a follow-up email during the week and give me until Monday if you send an email on the weekend.

Late Work: Late assignments, discussions, and tests will not be accepted unless you have shown that there is a legitimate (i.e., medical emergency, loss of a family member, etc.) reason your work is late. All work turned in after the deadline will receive a grade of zero unless the student has a [university-excused absence](#).

Academic Misconduct: The Department of Anthropology does not tolerate plagiarism, cheating, or helping others to cheat. Students suspected of any of these will be provided the opportunity for a hearing; a guilty finding will merit an automatic "F" in the course. In addition, I reserve the right to pursue further disciplinary action within the UNT legal system, which may result in dismissal from the university. Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional. Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should be cited. For more information on paper writing, including how to avoid plagiarism, and how to use citations, see <http://www.unt.edu/csrr/>. For information on the University's policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, <http://www.unt.edu/csrr/>. The **Student Academic Integrity** policy is available at <https://policy.unt.edu/policy/06-003>. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Accommodations Statement: "The University of North Texas (UNT or University) does not discriminate on the basis of disability in admission, treatment, or access to its programs or activities, nor in employment in its programs or activities. The University is committed to providing equal educational access for qualified students with disabilities in accordance with state and federal laws, including the Americans with Disabilities Act of 1990 as Amended, and Section 504 of the Rehabilitation Act of 1973. In addition, the University is committed to making all programs and activities sponsored by UNT accessible, as required by the Texas Accessibility Standards and the Americans with Disabilities Act Accessibility Guidelines. To this end, all academic units are willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons with disabilities." This statement and more

information related ADA accommodations can be found at https://policy.unt.edu/sites/default/files/16.001_StudentAccommodation.2018Pub2.pdf. Furthermore, UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website \(https://disability.unt.edu/\)](https://disability.unt.edu/) or contact the ODA directly at 940-565-4323.

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004): The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Virtual Classroom Citizenship: The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper *netiquette* when interacting with class members and the professor.

Copyright: Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies.

Policy on Server Unavailability or Other Technical Issues: The University is committed to providing a reliable online course system to all users. In the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor may extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Attendance Policy: This course is entirely online. Visit the [University of North Texas' Attendance Policy \(http://policy.unt.edu/policy/15-2-\)](http://policy.unt.edu/policy/15-2-) to learn more.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation: To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of](#)

[Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance: To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

A Note on the Syllabus and Schedule

Syllabus and schedule are subject to change at instructor discretion; please check email and Canvas regularly for updates.

Course Schedule

Weeks	Lesson	Readings/Videos	Assignments
	Unit 1 – An Alternative History of North America		
Week 1	Lesson 1: Indigenous Peoples of North America	Talbot: Chapter 1 Canvas: Blackhorse, "Native American' or 'American Indian?'" 1 and 2.	Introduce Yourself Discussion Discussion 1

		Canvas: NCAI, "Proud to Be" (Video)	Extra Credit
	Lesson 2: Nationhood and Sovereignty	Talbot: Chapter 2 Canvas: Grinde and Johansen, "Reaching the Grassroots: The Worldwide Diffusion of Iroquois Democratic Traditions"	Discussion 2
Week 2	Lesson 3: Colonialism – The First 500 Years	Talbot: Chapter 3, and pages 96-109	Discussion 3
	Lesson 4: Colonialism – the First 500 Years – Pt 2	Canvas: Champagne, "Assimilation, Integration, and Colonization" Canvas: Dunbar-Ortiz, "The Great Sioux Nation and Resistance to Colonial Land-grabbing"	Discussion 4
Week 3	Lesson 5: Indigenous Nations and the State of Texas	Canvas: Wichita and Affiliated Tribes, "History" Canvas: TCH, "Caddo Mounds Historic Site" (Video) C: Sabo, "Dancing into the Past: Colonial Legacies in Modern Caddo Indian Ceremony"	Test 1
	Unit 2 – Indigenous Peoplehood		
	Lesson 6: Cultural Perseverance and Language Revitalization	Talbot: Chapter 6 Canvas: Holm, Person, and Chavis, "Peoplehood: A Model" Canvas: Cushman, "We're Taking The Genius of Sequoyah into This Century"	Discussion 5
Week 4	Lesson 7: Land and Subsistence	Talbot: Chapter 7 Canvas: Cajete, "Native Ecology" (Video)	Discussion 6
	Lesson 8: Storytelling, Place-making, and Language	Canvas: Basso, "Wisdom Sits in Places" (Excerpt)	Discussion 7
Week 5	Lesson 9: Sacred Lifeways, Sacred Lands	Canvas: Kelley and Francis, "Places Important to Navajo People"	Discussion 8 Extra Credit

	Lesson 10: The Potlatch and other Ceremonies of Giving	Canvas: Boas, "The Indians of British Columbia" Canvas: U'mista Cultural Center, "Potlatch" (Website)	Test 2
	Unit 3: Cultural Survival in the 21st Century		
Week 6	Lesson 11: Political Economy of Tribes, Part 1	Talbot: Pages 87-117 and 275-292 Canvas: Huey, "America's Native Prisoners of War" (Video)	Peoplehood Project
	Lesson 12: Political Economy of Tribes, Part 2	Canvas: Lomawaima and McCarty, "When Tribal Sovereignty Challenges American Democracy"	
Week 7	Lesson 13: Energy, Environmental Justice, and Resource Colonialism	Talbot: Pages 292-317 and 325-344 Canvas: Estes, "Fighting for our Lives: #NoDAPL in Historical Context" Canvas: NCAI, "Climate Change"	Discussion 9
	Lesson 14: Borders	Talbot: Chapter 11 Canvas: MacKenzie, "Judas Off the Noose" (pages 355-370) Canvas: "The Tohono O'odham Nation Opposes a 'Border Wall'" (Video)	Discussion 10
Week 8	Lesson 15: Research and Representation	Canvas: Deloria, "Anthropologists and Other Friends" Canvas: Tuhiwai-Smith, "Decolonizing Methodologies" (Excerpt) Canvas: Sarris, "Mabel McKay: Weaving the Dream" (Excerpt)	
	Lesson 16: Test 3		Test 3

Note: Syllabus and schedule are subject to change at instructor discretion; please check email and Canvas regularly for updates.