



ANTH 3110-001
Indigenous Peoples of North America Syllabus*
Fall 2017

(*Syllabus is subject to revision if necessary. I will inform you if changes are made.)

General Information



Instructor: Derrell Cox II, PhD

Instructor Bio: I obtained my bachelor's degree in Liberal Studies, minoring in humanities and music. I completed a Master's degree in anthropology in 2011 and have a graduate certificate in Women's and Gender Studies. My doctorate degree (PhD) is in Human Health and Biology (Medical Anthropology) with foci on alternative sexualities, health inequalities, child development, sexual and reproductive health, childhood maltreatment, and addiction processes. I also have training in criminology, a subfield of sociology, and as most anthropologists and sociologists do, draw from both disciplines theoretically and methodologically in my teaching and research.

My interest in these fields of study became central as I worked in Botswana, Africa from 2002-2004. My job was to learn the language and culture of a cluster of tribal groups and try to determine more effective HIV intervention strategies. Lessons that I learned there have changed the course of my own personal history, which includes my reasons for returning to school.

I have been teaching at the college level since 2012 for the University of Oklahoma, Duke University, the University of North Texas, and for Oklahoma State University-Oklahoma City. I teach anthropology and sociology courses, including Indigenous Peoples of North America, Foundations of Medical Anthropology, World Cultures, and Introduction to Sociology.

The best ways to contact me are through email or by phone or text. My contact details are below. I will respond within 48 hours of an email, but normally sooner. If you do not hear from me within 48 hours, please resend your message.

Contact Information:

Email: derrell.cox@unt.edu

Phone: (405) 549-8647 (If I don't pick up, please leave a message)

Office: Chilton Hall 330E

Office Hours: Tuesdays 1145-1345 and on Thursdays by appointment

Expected Grading Turn Around Time: I usually return response papers within 2 weeks or less. However, there may be times that the timeframe must be extended. I will send an e-mail and post an announcement when this occurs. For discussion posts, I wait until the discussions have ended for that particular forum before grading.

Communication Timing: 48 hours or less

Office: Not Applicable. We will find a suitable place to meet on campus.

When you email your professor: When you send an email to an instructor, you should indicate what course you are taking and, if you know it, the section number. Professors teach many different courses and we don't memorize all of your names right away. Treat the email like a formal letter. At the top, open with an introduction like "Dear Professor So-and-So," or "Hello Dr. So-and-So," then begin the body of your message on the next line. At the end of your email, TYPE YOUR NAME so that I know who you are.

Course Information

Required Texts (you can use a digital or used in any addition):

Faculty Bookshelf Link:

<http://www.facultybookshelf.org/course/12467>

Basso, Keith H. (1996) *Wisdom Sits in Places: Landscape and Language among the Western Apache*. Albuquerque, NM: University of New Mexico Press.

Biolsi, Thomas (1992) *Organizing the Lakota: The Political Economy of the New Deal on the Pine Ridge and Rosebud Reservations*. Tucson: University of Arizona Press.

Cattelino, Jessica R. (2008) *High Stakes: Florida Seminole Gaming and Sovereignty*. Durham: Duke University Press.

Mann, Charles C. (2006) *1491: New Revelations of the Americas before Columbus*. New York: Vintage.

Suggested Text:

Strunk, W and White EB. (1999) *The Elements of Style*. Boston: Allyn and Bacon.

Accommodation: If you have a disability that could prevent you from fully demonstrating your abilities, please contact the professor as soon as possible so that we can discuss accommodations necessary to insure your full participation and facilitate your educational opportunities.

Religious Holidays: UNT is committed to maintaining an open and welcoming atmosphere that supports the success of students, staff and faculty from all groups. To advance and honor the religious diversity in our community, UNT makes reasonable accommodations for students, staff and faculty whose religious observances or religious holy days coincide with their work schedules and academic obligations. Every

reasonable effort will be made to help students avoid negative academic consequences when their religious obligations coincide with academic requirements. Students will be provided with a reasonable alternative opportunity to meet such academic requirements and students are obligated to provide faculty with reasonable notice of the dates of the religious holidays on which they will be absent.

Grading: Grading for the course will be as follows:

Discussion board postings	.	.	.	.	.	.	.	100
Quizzes	.	.	.	.	.	.	.	400
Mid-term Paper Topic	.	.	.	.	.	.	.	15
Mid-term Paper Outline	.	.	.	.	.	.	.	35
Mid-term Paper Draft	.	.	.	.	.	.	.	50
Group Presentations	.	.	.	.	.	.	.	150
Final Paper	.	.	.	.	.	.	.	150

Letter Grades	A=900-1000
	B=800-899
	C=700-799
	D=600-699
	F= \leq 599

Academic Integrity: Please review the University of North Texas' Academic Integrity Policies here: <https://policy.unt.edu/policy/06-003>

I use a software program ([TurnItIn](#)) that compares your writing with most previously published (both online and in print) books, articles, student papers, and other forms of writing. If you plagiarize or commit academic misconduct, you will be caught and penalized significantly. So, do your own work, your own thinking, and your own writing. You may include a quote from a source as long as you properly cite, but these need to be a minor part of your writing assignment. Papers with more than 20% similarity to previously published sources will be returned to you ungraded. You will have one week to rewrite with the same limitations as other rewrites (see below). The goal of the writing assignments is for you to learn how to think critically and how to convey in your own words the author's arguments or ideas. Anyone can copy and paste; but copying and pasting do not demonstrate that you have grown intellectually.

You *must* include the following statement on the coversheet of all assignments:

On my honor, I affirm that I have neither *given* nor *received* inappropriate aid in the completion of this exercise.

Name: _____
Date: _____

Due Dates:

All assignments (excepting the Final) are due in the Blackboard drop box by midnight CST on Sunday (evenings). Of course, you are free to submit them any time before the due date.

Late Assignments:

Assignments turned in after the due date will be subject to a 5% *per day* penalty. After two weeks beyond the assignment deadline, late assignments will not be accepted.

Rewrites:

Any paper with a grade below 80% can be rewritten, and papers receiving a grade below 70% will be a **recommended rewrite**. You have one week to complete rewrites; after one week, the grade is permanent. The grade for rewritten papers will be capped at 89%. Before beginning a rewrite, you must contact me to discuss your paper.

Discussion Postings—100 points:

Here are a few things to keep in mind regarding our discussion forums:

- These are primarily opportunities for us to learn from each other around the topics being covered at the time;
- I will not be commenting on every post, but I do read every one. Usually when I do comment, it will be to emphasize an important issue that has been raised or to redirect the discussion. If I challenge something you have stated, please do not take offense. We are learning together. If I do not comment on your post, it does not mean that it is not important or meaningful;
- Every semester, and this is no exception, we have the privilege of having classmates who trace their heritage to the very people about whom we are learning. These discussion forums are an important place where we will be able to learn from them as they have learned from their elders. So, avail yourself of this opportunity with courtesy and respect; and
- For full credit (20 points per discussion posting (X 4 Forums) and 20 points for reading and rating all of your groups' posts throughout the semester) on the discussion forum grade component:

You are required to post a thoughtful response to the discussion questions, which will be based upon the assigned readings (9 points each). In addition, you are required to post a *thoughtful and respectful* comment or critique of at least two of the other students' discussion postings (merely stating, "I agree with you, Jan" or "you make a good point, Fred" are insufficient for credit) each week (3 points each; maximum 6 points). In order to earn the highest number of points, you must read all of the posts made by your group members and rate their primary post using the five-star rating system. You will receive five (5) points total (for all the discussion forums) for reading and rating all of your group members' posts and the other five (5) points per post will be based upon your peer's ratings of your posts. Postings must be made on a timely basis while the topic is relevant to our readings. You should check the D2L site at least weekly, as there will be notices, announcements, additional links, and assignment specifics posted. You will have 6 days after a discussion post assignment is posted to respond to the question and to other's postings or comments.

Written Assignments

Please submit all written assignments in MS Word .doc or .docx formats. All written assignments should address the prompts given in the specific writing assignment and should be appropriate for academic writing exercises. In other words, you need to use proper or conventional grammar, punctuation, spelling, capitalization, etc. Do not use text-speak.

Do feel free to share your opinions on topics, but make sure that when you do, your opinions can be substantiated in evidence. Do not use writing assignments or the discussion forums as a place to vent or

rant, unless these vents and rants are evidence-based. The world already has enough discourse founded on (little more than) arrogance and ignorance masquerading as knowledge and truth.

Quizzes—400 points: There will be four quizzes during the semester worth 100 points each. These will be based upon the assigned readings. (If you skim the readings, rather than read them thoroughly, you will not do well on the quizzes.)

You will have two hours to complete each of two maximum attempts on the quizzes. Your final score will be the average of your two attempts, so you will need to do your very best on the first attempt. If you like your score on the first attempt, you do not need to do the second attempt. Your final score will be based on your first and only attempt. They are open book and open notes; because of this, the quizzes are challenging.

Mid-term Paper Topic—15 points: The final project assignment is to choose an American Indian, Alaska Native, Native Hawaiian, or Canadian First People group (other than the three groups we have focused upon, Western Apache, Lakota, and Yukon) and explore a topic (or narrow cluster of topics) that interests you within a larger framework that mirrors the section headings for this class...that is, history and myths, political economy and sovereignty, linguistics and language revitalization, and gender and sexuality. For this phase of the project, describe in a short paragraph the tribal or people group and topic(s) you would like to explore in greater depth.

Mid-term Paper Outline—35 points: This part of the final project requires you to outline your final paper. You should begin with a statement of your central thesis, followed by an outline of the topics you will explore to support this thesis. The outline should include both points and sub-points that should flow logically and form a cohesive and focused overview of your final paper. It should also include references to your sources of information.

Mid-term Paper Rough Draft—50 points: You are required to turn in drafts for review by April 26th. You will receive 25 points for submitting a rough draft of your paper and 25 points for addressing the issues, concerns, and questions within your final paper that I raise in the review of your draft.

Final Paper—150 points: Your final paper should be 4-6 double-spaced pages (1100 word minimum) with a minimum of three cited sources beyond the texts used in this course.

Final Papers will be evaluated based upon the following:

Engagement with the literature and fair use of information—50 points: You should demonstrate in your final paper adequate comprehension of the material (that you have actually read) and that your representation of the author's perspective is fair and balanced. In other words, you are accurately representing the authors and critiquing *their* work, not a straw-man of your own making. Further, your arguments and reasoning need to demonstrate your ability to assess or critique *your own culture* from the perspective of the culture being studied, not the other way around.

Conceptual and logical clarity of writing—50 points: Your paper should have a clear thesis, a centralizing, guiding statement from which the essay builds upon, and should flow logically from start to finish. A good way to ensure clarity is to outline your paper and follow your outline. If you disagree with the author or media upon which the assignment is based, you should communicate clearly and from evidence why and what specific points you disagree. An excellent resource for honing your writing skills can be found here: <http://www.ou.edu/content/writingcenter/Students/paper.html>

Following Directions of the Assignment and Paper Length—20 points: You should pay close attention to the specifics of the assignment given and make sure to address the issues assigned (follow your outline). Your paper needs to be within the range of the assignment given. If it is substantially less, you may have additional points deducted from the other rubric areas, such as engagement with the literature. Please remember to include the Integrity Statement.

Spelling and grammar—15 points: Your essays should be free from spelling and punctuation errors and use proper grammar.

Citation—15 points: In the Final Paper, you will be writing from the assigned readings and at least 3 additional sources. You will need to supply a bibliography, references, or works cited page(s) at the end of your paper. When you use authors' words or ideas (see Academic Integrity above), you need to cite them using author, date of publication, and page number(s) in parentheses, such as (Steiner 1970:29), directly after closed quotation marks (for direct quotes) or at the end of the sentence (citing authors' ideas). When you use another's words, cite them; but keep this to a minimum (no more than 20% of your paper). The goal of this assignment is for you to think deeply and communicate *your* thoughts and *your* words.

Engagement with the literature and fair use of information—/50 points

Conceptual and logical clarity of writing—/50 points

Following Directions of the Assignment (as well as including Integrity Statement) and Paper Length—/20 points

Spelling and grammar—/15 points

Citation—/15 points

Total—/150

Extra Credit—10-15 points: There will be at least one extra credit opportunity which will be due on the final day of classes. Details will be posted later in the semester. Other opportunities may arise as well.

ANTH 3110 Indigenous Peoples of North America: Class Schedule (Due by date)

(D)=Discussion Posting, Group Projects or Other Assignments Due

Section 1—Anthropology, Ethnocentrism, and Myth-busting

In this first section, we will review briefly just exactly [what anthropology is](#), what [ethnocentrism](#) is, and some of the myths that we commonly share about the Peoples of the Americas. (You should click on the links within the last sentence and read the brief informative web pages).

We will begin with some basic information that examines myths (as well as current debates) about the population of the Americas before contact, ecological Indians, pristine American continents, sexuality and gender, and European superiority. Some of the information you will encounter may challenge dearly-held cultural (which includes religious) beliefs. This might cause you to feel threatened or uncomfortable or even angry. This is normal. This is one reason why college-level learning is hard work.

As you respond to the discussion prompts and your classmates, and as you craft your essays during the course, do feel free to share your opinions on topics, but make sure that when you do, your opinions can be substantiated in evidence. Do not use writing assignments or the discussion forums as a place to vent or rant, unless these vents and rants are evidence-based. In the words of OU President David L. Boren, 'we are all entitled to our own opinions; we are not entitled to our own set of facts.' The world already has enough discourse founded on (little more than) arrogance and ignorance masquerading as knowledge and truth based upon myths and falsehoods.

You should demonstrate, in all of your writing, adequate comprehension of the material (that you have actually read) and that your representation of the author's or colleague's perspective is fair and balanced. In other words, make certain that you are accurately representing the authors or speakers and critiquing *their* work, not a straw-man of your own making. Further, your arguments and reasoning need to demonstrate your ability to assess or critique *your own culture* from the perspective of the culture being studied, not the other way around.

Anthropology is not just the study of other peoples and cultures; it is the study of ourselves and our culture(s). The former is illuminating; the latter is personally and socially transforming.

Week 1 (08/29,31)

Introductions, Familiarization with Academic Integrity Requirements, and Readings (Chapters 0-3) from *A Companion to the Anthropology of American Indians* (available on Blackboard)

Watch *Games of the North* (26:48), which can be found here:

<https://www.youtube.com/watch?v=tA-1r-cdao> (26:40)

Watch *Gwich'in Women* (14:59), which can be found here:

https://www.dropbox.com/s/5haybg1eh82q19l/GWICHIN_WOMEN_SPEA_02_Title_01.mp4

Watch "Book Discussion on *1491: New Revelations of the Americas before Columbus*" (1:00:29) by Charles C. Mann found here:

<http://www.c-span.org/video/?188924-1/book-discussion-1491-new-revelations-americas-columbus>

Week 2 (09/05,07)

<http://www.nature.com/news/ancient-migration-coming-to-america-1.10562>

Week 3 (09/12,14)

Begin reading Part One in Mann, pp. i-xiv, 1-70.

Optional: Watch *America before Columbus* found here:

<https://www.youtube.com/watch?v=brSPQ7sUE84>

Week 4 (09/19,21)

Mid-term Paper Topic Due (9/24)

Finish reading Part One in Mann pp. 71-151.

Week 5 (09/26,28)

Read Part Two in Mann pp. 152-274.

Week 6 (10/03,05) (D)

Mid-term Paper Outline Due

Read Part Three and Appendices in Mann, pp. 275-414.

Watch *Charles C. Mann: 1492 Before and After* (57:18) found here:

<https://www.youtube.com/watch?v=bghLhJ-c8os>

Quiz #1

Section 2—Political Economy and Sovereignty

In this section, we will look in more depth at the issue of political economy that was touched on during week 1 of class. This time, we will examine the political economy of the Lakota and touch on issues of sovereignty among the Lakota under the excellent tutelage of Thomas Biolsi. Professor Biolsi's text is somewhat dense reading, because the topics he addresses are complicated, nuanced, and have many different perspectives to examine in order to understand the topics addressed.

The things we have learned from Biolsi's text will provide a good backdrop as we begin to discover more about political economy and tribal sovereignty with our guide, Jessica R. Cattelino, through the eyes of the Florida Seminoles and their successful foray into gaming.

Week 7 (10/10,12)

Read Biolsi pp. xix-xxii, 1-60.

Watch *Savage* (06:02), found here:

<https://drive.google.com/file/d/0B-0IBMs90GJ5VzY5NUpRM2RPNTA/edit?usp=sharing>

Watch *The Residential School Experience: A Century of Genocide in the Americas* (17:23) found here:

<https://drive.google.com/file/d/0B-0IBMs90GJ5cGVheVphakxIMTQ/edit?usp=sharing>

Week 8 (10/17,19)

Read Biolsi pp. xix-xxii, 61-125.

Week 9 (10/24,26) (D)

Read Biolsi pp. 126-186.

Watch these clips from *Young Lakota* (09:38) found here:

<http://www.pbs.org/independentlens/young-lakota/>

Quiz #2

Week 10 (10/31,11/02)

Cattelino pp. 1-94.

Watch these short videos:

Spotlight on the *Citizen Potawatomi Nation* (03:50), found here:

http://www.pbs.org/wgbh/amex/weshallremain/native_now/enterprise_spotlight

The Shinnecock and The Hamptons:

<http://thedailyshow.cc.com/videos/efuaxk/bummer-in-the-hamptons?videoid=125205>

Listen to this Radio Clip, "A Sovereign (and Successful) Chickasaw Nation" (Scroll down to #18):

<http://www.npr.org/programs/morning-edition/2009/04/27/103348077/?showDate=2009-04-27>

Week 11 (11/07,09)

Read Cattelino pp. 95-160.

Watch *Spotlight on Sovereignty* (04:47), which can be found here:

http://www.pbs.org/wgbh/amex/weshallremain/native_now/sovereignty

Week 12 (11/14,16) (D)

Read Cattelino pp. 160-205.

And listen to this radio interview with author, Jessica Cattelino:

<http://www.indigenoustopolitics.org/audiofiles/2009/10-13%20High%20Stakes.mp3>

Quiz #3

Section 3—Linguistic Anthropology

With Section three, we begin to explore a third subfield of the discipline of anthropology, Linguistics. Few authors are more interesting and humorous to read than linguistic anthropologist, Keith Basso. He will guide us as we explore the relationship between language and landscape...while at the same time, he holds up a mirror in which we can see ourselves.

We will continue with linguistic anthropology with Barbara A. Meek, as she explores the challenges and rewards of language revitalization. As you will come to see, language is more than just speech, it encompasses life, landscape, and our very identity as humans.

Week 13 (11/21)

Read Basso pp. xi-xviii, 1-70.

Watch *We Shall Remain*, "Geronimo" (1:12:06), found here:

<https://www.youtube.com/watch?v=q79NaHAsclA>

And watch *4-wheel war pony* (09:38) by Apache filmmaker Dustinn Craig found here:

<http://vimeo.com/1776390>

Thanksgiving Break (11/23-26) Travel Safely!

Week 14 (11/28,30) (D)

Read Basso pp. 71-152.

Watch *Writing the Land* (07:47), which can be found here:

<https://drive.google.com/file/d/0B-0lBMs90GJ5TExCbndzTEEyODQ/edit?usp=sharing>

Watch *Finding Our Talk* (09:36), about the Sami People found here:

<https://drive.google.com/file/d/0B-0lBMs90GJ5b0lNdW9mMklwUFE/edit?usp=sharing>

Watch this full length documentary on language immersion schools in two Ojibwe communities:

<http://www.tpt.org/?a=productions&id=3#videos>

Section 4—Gender and Sexuality

In this final section, we will explore briefly the many similarities of experience that the Native Hawaiians have shared with American Indians in the United States. You will also be able to identify some unique differences.

We will look at the traditional sexualities of Native Hawaiians and several other American Indian groups and come to understand what has changed, why these things have changed, and what remains the same. As is often the case, we will learn as much about ourselves and our views about sexuality while we are gaining understanding of the sexualities of non-European peoples.

Week 15(12/05,07) (D)

Read Chapter 22, "Native Hawaiians" by Kapur, pp. 412-431, from *A Companion to the Anthropology of American Indians* (available on D2L)

Listen to "Four Days, Nights: A Girls' Coming-Of-Age Ceremony" (07:05) found here:

<http://www.npr.org/templates/story/story.php?storyId=129611281>

Read "Sexual Behavior in Pre-Contact Hawai'i" Diamond (2004) in Blackboard

And watch these short film clips:

Clip from Two-Spirits documentary (05:46)

<https://drive.google.com/file/d/0B-0IBMs90GJ5S0dsWFgtMVImWGc/edit?usp=sharing>

Clips on Mohawk Clan Mother's and matrilineal clan system:

Six Miles Deep, Clip 2 (02:16), Sara Roque (writer/director):

https://www.nfb.ca/film/six_miles_deep/clip/six_miles_deep_clip_2

Six Miles Deep, Clip 3 (02:04), Sarah Roque (writer/director):

https://www.nfb.ca/film/six_miles_deep/clip/six_miles_deep_clip_3

Final Paper (Revised Mid-term) Due

Week 16

(12/14) Thursday

Final Exam (Quiz #4)

1:30-3:30 PM