

ANTHROPOLOGY 3110.001

North American Indians

Fall 2014

T/R 9:30 – 10:30am

Curry Hall Room #103

Instructor: Dr. Jamie K Johnson**Office Hours:** T/R 11:30am – 1:00pm

Anthropology Department, 330-J Chilton Hall

PLEASE EMAIL FOR AN APPOINTMENT

Email: Jamie.Johnson@unt.eduCourse website: Blackboard Learn <https://learn.unt.edu/>

TA: Allyson Cornett

Office Hours: T/R from 1:00 - 2:30

Anthropology Department, 308-D Chilton Hall

Email: allysoncornett@my.unt.edu

Course Goals: To survey contemporary topics and issues of particular concern to Native North Americans. The course begins with a critical examination of anthropological and archeological study of Native American peoples followed by an overview of indigenous culture areas prior to, during, and following colonization and westward expansion. Topics to be discussed in class include: federal instituted population controls; land disputes; sovereignty and self-determination; religious freedom; artistic expression; repatriation of remains and material artifacts; environmental justice; mascots; gaming (casinos). Throughout the semester, students will become familiar with common stereotypes and media (mis)representations of American Indian life and conversant with a number of important themes in the history of Native American peoples over the last 500 years.

Required Texts:

Jaimes, M. Annette. 1992. *The State of Native America: Genocide, Colonization, and Resistance*. Boston, MA: South End Press.*

Muckle, Robert James. 2012. *Indigenous Peoples of North America: A Concise Anthropological Overview*. Toronto: University of Toronto Press.**

Suggested Reading Materials (required readings will be posted on Blackboard):

Mihesuah, Devon A. 2000. *Repatriation Reader: Who Owns American Indians Remains?* Lincoln, NE: University of Nebraska Press.*

Schwarz, Maureen Trudelle. 2013. *Fighting Colonialism with Hegemonic Culture: Native American Appropriation of Indian Stereotypes*. Albany: SUNY Press.**

Sutton, Mark Q. 2000. *An Introduction to Native North America*. Boston, MA: Pearson Education, Inc.*

* on 2hr reserve at UNT Willis library

** available for single-use access online through UNT Library

COURSE REQUIREMENTS

Class Participation/Attendance: Attendance and participation in this class is extremely important. Every Thursday at the end of class, there will be a short quiz over the weekly material covered in readings *and* lecture which will be a good indication of your attendance and participation. I will not be taking attendance in this class that will count against your grade. However, because discussion and participation are an important part of this class, I encourage you not just to attend, but to pay attention! Although *lack* of attendance will not count against your grade, *good* attendance will help boost a borderline grade at the end of the semester.

(12) Quizzes – 10 points each: There will be a short (10 question) T/F and/or multiple choice quiz every Thursday at the end of class on starting with a syllabus quiz on **Thursday August 28th**. You will not be allowed to make up missed quizzes without a university-excused absence. Quizzes will cover assigned articles and lecture material. Quiz format will consist of 10 true/false and/or multiple questions. Later in the semester, the format is subject to change to a one (1) or two (2) short answer-style quiz. Each student will be allowed to drop **2** quiz grades at the end of the semester. You will not be allowed to make-up a quiz unless you have a university-excused absence. Otherwise, you will have to use your 2 free quiz drops.

(2) Exams – 100 points each: There will be **2 exams** in this course – a Midterm which will take place on **Tuesday October 7** and a Final which will take place from **8:00am – 10:00am Thursday, December 11th**. You can see all your final exam times here: <http://registrar.unt.edu/exams/fall>. If you need to schedule an alternate exam time, you must email me no later than Thursday, December 4th. Each exam will consist of multiple choice, true/false, and short answer. Make-ups will not be given unless students approach me with a reasonable excuse **before** the scheduled exams. Students may not reschedule exams because of out-of-town trips and/or plane reservations. **Mark the test dates on your calendar.**

(1) Final project proposal: Students will complete one research project during the semester. You have the option of working solo or working in groups, but each student in a group must submit original notes and papers. Because of the sensitive nature of Native American studies, all projects must be approved by the instructor. Each student will submit a 1-paragraph research proposal through Blackboard on **Tuesday November 4th by 11:59pm**. Proposals that are awarded full-credit will exhibit **careful, thoughtful planning** and will include the following:

- **Where** do you (including all group members) plan to go?
or
- **Who/what** do you plan to interview/study?
- **How** do you plan to study that site/group?
 - i.e. when do you plan to go?
 - where will you perform your observation and what do you plan to observe?
 - what other methods will you incorporate into your observation (maps, spatial analysis, population counts, etc.)
- **What** are some potential topics of interest/themes for cultural analysis?
- **Why** do you want to study that particular topic/group?

Note: If there are multiple members in your group, each one of you is responsible for submitting a separate, *original* research proposal (and finished product, once completed).

(1) Final Paper/Project: Students will have to complete one research project during the semester. You have the option of working solo or working in groups, but each student in a group must submit their own original notes and papers. All papers should be typed (Times New Roman or similar, 12 pt.), double-spaced, 5 pages in length

(I will stop reading at 7 pages, so please compose your pieces accordingly). Papers are due **in-person at the beginning of class on Thursday, December 4th** no exceptions. Late papers will be marked down 1/2 letter grade per day late. I will give you more detailed instructions in class, but here is a brief summary.

Students will choose one of the following for their paper project.

Option One – Event/Site Analysis: Attend an event or visit a site relevant to the subject matter of the course. This is not merely a summative assignment. Excellent papers will provide sophisticated cultural contextualization prior to a superb rendition or description of this event or site. A critical analysis supported by relevant theoretical or philosophical underpinnings will be followed by a discussion of the significance of this event/site first and foremost to participants, but also to onlookers, users, etc. If you choose to work in a group of more than two, this project may not be the best option for you due the potential impact it can have on the event/site.

Option Two – Short Term Paper: If you feel more comfortable with a traditional paper writing assignment, you may choose to write a 5-page term-style paper. You should research and write about an issue or phenomenon which is relevant to Native Americans and pertinent to the subject matter of the course. You must use a minimum of 5 scholarly sources, including books and professional peer-reviewed journals. You may use as many quality websites as necessary, but for only **ONE (1)** of your 5 sources. In addition to substantive information, your paper should include the following:

- (1) **Why did you choose the topic?**
- (2) **What new insight did you gain from doing the research?**
- (3) **What significance does your topic have for Natives themselves?**

You may use any format for citations you choose, but it must be used consistently. You **MUST** cite your references **IN THE TEXT** and provide a formal bibliography which conforms to Chicago Style. See http://www.aaanet.org/publications/style_guide.pdf. Points will be deducted for improper citation style.

Option Three – Life Narrative: If you are **already connected to** a knowledgeable individual and willing participant, you have the option conduct a semi-structured interview about regarding a contemporary issue that is important to that individual. A reasonable goad for this assignment would be to ask your interlocutor to explain how certain events in their lives or aspects of their culture have shaped them into the person who they are today. This option is the most contentious for reasons we will cover in class and therefore must be approached with the utmost sensitivity and ethic.

Once again, because of the sensitive nature of Native American studies, the instructor must approve all topics. The topic proposals will be due on Blackboard on Tuesday November 4th by 11:59pm. Please see guidelines for proposals above.

STUDENT EVALUATION:

			Final Letter Grade	Minimum Points
(10) Quizzes	(10 pts each)	100 points	A+ (97%)	436
(1) Proposal		25 points	A (94%)	423
			A- (90%)	405
(2) Exams	(100 pts each)	200 points	B+ (87%)	391
			B (84%)	378
			B- (80%)	360
(1) Paper		100 points	C+ (77%)	346
			C+ (74%)	333
(1) Guest speaker reflection		25 points	C- (70%)	315
			D (65%)	292
			D- (60%)	270
TOTAL POINTS		450		

Lecture outlines: Lecture outlines can be found on the course website in Blackboard Learn (<https://learn.unt.edu/>). These outlines are intended to give your notes structure. Do not rely solely on the lecture outlines to study for the exams. I put keywords on the outline, not full text. You will not be prepared if you do not hear the lecture. I have a policy that I do not give out my lecture notes to students. If you miss class for any reason, you need to get notes from a classmate. Introduce yourself to your neighbor....get to know the other students. Once you have looked over your classmate's notes and read the assigned readings, I am happy to meet with you to go over material that you are still missing. Do not ask me for my lecture notes.

STUDENT RESPONSIBILITIES:

Notification of Absence: Students desiring to observe a religious holy day, which will result in a class absence, must notify their instructor in writing, for each class, no later than **September 16th**. The student is required to complete any assignments or take any examinations, within **ONE WEEK**, which may have been missed as a result of the absence. The same holds true for University-excused absences such as illness or extracurriculars.

Make-up exams: Make-ups will not be given unless students approach me with a reasonable excuse **before** the scheduled exams. **Quizzes** cannot be made up without a university excused absence and must be scheduled with the TA. In the event that something unexpected happens to you on an exam day, I expect an email or telephone call **from you or your representative by 5:00pm the day of the exam** explaining why you were not at the scheduled exam. If you do not have my phone number, you can call the anthropology department at (940) 565-2290 and ask for the administrative assistant Melissa Tanner. A missed exam is not taken lightly in my class. Students may not reschedule exams because of out of town trips and/or plane reservations. **Mark the test dates on your calendar.**

Appropriate Interaction: 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 electronic 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 classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

Extra Credit: No extra credit opportunities will be given, under any circumstances. I am not responsible for making sure that you receive a desired grade, even if you need that grade to maintain financial aid, health insurance, university enrollment, etc. If this is the position you are in, communicate with the TA regularly to make sure that you are taking solid notes and know how to study.

INSTRUCTOR RESPONSIBILITIES:

Your primary responsibility as a student is to master the material presented in class and in the readings and do well in the course. This is an easily achieved objective. Come to class and do the reading! My primary responsibility is to come to class prepared to deliver material in a clear and forthright manner. At times concepts or issues raised in class might be unclear. If you have any questions or feel unsure about any class material, see me after class or during office hours as soon as you realize a problem. We will work together to find a solution. DON'T wait until the end of the semester. Please realize that my goal as an instructor is not just to evaluate, test, and grade, but to help you gain a valuable life perspective to carry outside the class into whatever you do.

Reaching me: The best way to reach me is via email, and I require 24 hours to respond to any emails sent between Monday and Friday. Over the weekends and on holidays I require 48 hours to respond. Please include the name of the course you are taking with me in the body of your email. I have over 450 students this semester, and cannot remember which class each individual student is in. If you do not include your course information in your email, my response to you will be delayed because I have to take extra time finding out what class you are in and uncovering more information about your situation/your request, etc.

ADA: The Anthropology Department does not discriminate based on an individual's disability, as required by the Americans with Disabilities Act. Our program provides academic adjustments or help to individuals with disabilities, and attempts will be made to meet all certified requirements. Please see me if you have a documented disability so that appropriate arrangements can be made to help you get the most out of this class.

Plagiarism and Cheating. 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/anthropology/writing.htm>. 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/>.

Tentative Course Reading Schedule:

Note: I am in contact with a number of potential guest speakers, all of whom have very busy schedules. This reading schedule is indicative of the topics and readings which we will cover throughout the semester. The days readings are due, however, are subject to change. Students will be given minimum one week advance notice of schedule changes. Weekly quizzes will address actual readings and lecture material covered that week. In the event that a guest speaker is scheduled on a Thursday, Thursday's quiz will be pushed to the beginning of Tuesday's class the following week.

***indicates readings are posted in weekly folders on Blackboard**

Week 1 (8/26-8/28)

Topics: Introduction to the course and syllabus; Studying Native North Americans; Labels; Geography
 Readings: Muckle Chapters 1: Situating the Indigenous Peoples of North America;
 (suggested reading: *Sutton Chapter 1: Introduction (1-16) [to be posted on 8/28])
 Quiz (8/28) Syllabus Quiz

Week 2 (9/2-9/4):

Topics: Anthropology and Archaeology as "late imperialism"
 Readings: Muckle Chapter 2: Studying Indigenous Peoples of North America Through the Lens of
 Anthropology;
 *Sutton Chapter 1: Introduction (11-15)
 (suggested reading: *Introduction Indians and Anthropologists: Vine Deloria Jr. and the Critique
 of Anthropology)
 Muckle Chapter 3: Comprehending North American Archaeology
 *Repatriation Reader Chapter 4: Why Anthropologists Study Human Remains (74-90)
 Quiz (9/4)

Week 3 (9/9-9/11)

Topics: Understanding Indigenous peoples in pre-contact contexts
 Readings: Muckle Chapter 4: Studying Population, Language, and Cultures in North America as They
 Were at AD 1500;
 *Sutton Chapter 1: Introduction (16-23);
 Jaimes Chapter I: The Demography of Native North America: A Question of American Indian
 Survival (23-31).
 Quiz (9/11)

Week 4 (9/16-9/18)

Topics: Cultural areas: Native peoples of the Arctic, Subarctic, Plateau, Northwest Coast
 Readings: Muckle Chapter 5: Overview of Traditional Lifeways;
 *select readings from Sutton Chapter 3, 4, 5, 6 (42-137)
 Quiz (9/18)

Week 5 (9/23-9/25)

Topics: Cultural areas: Native Peoples of the Great Basin, California, Southwest
 Readings: *Select readings from Sutton Chapters 7, 8, 9 (147-241)
 Quiz (9/25)

Week 6 (9/30-10/2)

Topics: Cultural areas: Native Peoples of the Plains, Northeast, Southeast
 Readings: *Select readings from Sutton Chapters 10, 11, 12 (251-350)
 Quiz (10/2)

Week 7 (10/7-10/9)**Midterm Test 10/7**

Topics: Manifest Destiny, Colonialism, Europeans and Effects on Native American Lifeways
 Readings: *Sutton Chapter 2: European Invasion and Conquest;
 Jaimes: Introduction Sand Creek (1-10), Churchill and Morris (Table: 13-21)
 Muckle Chapter 6: Understanding the Colonial Experience.

No Quiz

Week 8 (10/14-10/16):

Topics: Sovereignty & Nation-building; The Dawes Act
 Readings: Muckle Chapter 7: Contemporary Conditions, Nation-building, and Anthropology;
 Jaimes Chapter II: International Law and Politics: Toward a Right to Self-Determination for
 Indigenous Peoples
 Quiz (10/16) *note: This quiz will cover material from 10/9 – 10/16

Week 9 (10/21-10/23)

Topics: Sovereignty & Nation-building continued
 Readings: *Sutton Chapter 13: Contemporary Issues;
 Jaimes Chapter III: Self- Determination and Subordination: The Past, Present, and Future of
 American Indian Governance
 (recommended reading: **Schwarz Introduction: Fighting Colonialism with Hegemonic Culture)
 Quiz (10/23)

Week 10 (10/28-10/30)

Topics: Contemporary Issues –Protection and Repatriation Act
 Readings: Jaimes Chapter V: The Earth is Our Mother: Struggles for American Indian Land and
 Liberation in the Contemporary United States;
 *Repatriation Reader Chapter 7: The Native American Graves Protection and Repatriation
 Act.
 Quiz (10/30)

Week 11 (11/4-11/6)

Topics: Contemporary Issues – Paternalism, Artifacts, and Ownership
 Readings: *Repatriation Reader Chapter 5: American Indians, Anthropologists, Pothunters, and
 Repatriation: Ethical, Religious, and Political Differences;
 *Repatriation Reader Chapter 12: (Re)Constructing Bodies: Semiotic Sovereignty and the Debate
 over Kennewick Man (Also see Postscript on the Impact of the Kennewick Dispute (294)
 Quiz (11/6)
 Assignment: Research Proposal Due 11/4 on Blackboard by 11:59pm

Week 12 (11/11-11/13)

Topics: Contemporary Issues –Native American Activism

Readings: Jaimes Chapter IV: Federal Indian Identification Policy: A Usurpation of Indigenous Sovereignty in North America;

Jaimes Chapter X: A Warrior Caged: The Continuing Struggle of Leonard Peltier

**Schwarz Ch. 1: American Indian Movement: Use of Popular Images of Indians in Identity Politics

Quiz (11/13)

Week 13 (11/18-11/20)

Topics: Contemporary Issues –Stereotypes in Popular Culture; Spirituality and New Age Religions,

Readings: Jaimes Chapter XV: Cowboys and....Notes on Art, Literature, and American Indians in the Modern American Mind

**Schwarz Ch. 2: Twentieth-Century Contest over Native American Spirituality

Quiz (11/20)

Week 14 (11/25):

Film TBA; Thanksgiving Break

No Quiz

Week 15 (12/2-12/4):

Topics: Contemporary Issues – Gaming and Casinos

Readings: Excerpts from *High Stakes, Jessica Cattelino

Quiz (12/4)

Assignment: **Research Paper Due IN PERSON at the BEGINNING of class, Thursday 12/4**

*Papers submitted past the deadline will be deducted ½ letter grade, and an additional ½ letter grade per day.

Week 16 (12/9-12/11): Final Exam Thursday 12/11 8:00am – 10:00am