

I. COURSE INFORMATION:

- A. Division: Social Sciences
Department: Anthropology
Course ID: ANTHRO 107
Course Title: The North American Indians
Units: 3
Lecture: 3 hours
Laboratory: none
Prerequisite: None
Corequisite: None
Dept. Advisory: None
- B. Catalog Description: A systematic survey of North American Indian groups, from their prehistoric roots to the present. Includes their place in American History, U.S. Government policies and regulation, and future prospects for North American Indians.
- C. Schedule Description: A systematic survey of North American Indian groups, from their prehistoric roots to the present. Includes their place in American History, U.S. Government policies and regulation, and future prospects for North American Indians.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES:

- Upon successful completion of the course, the student should be able to:
- A. Utilize course materials to critically assess theories about American Indian origins;
 - B. Evaluate the impact of Europe's discovery of a "New World" on world history;
 - C. To refute stereotypes about Native American contributions to the development and history of the United States;
 - D. Identify the major culture areas of Native North America and their major characteristics;
 - E. To examine selected case studies to formulate the basic dynamics and processes behind Indian-European/U.S. dealings, including treaty-making;
 - F. Read and critically evaluate the assumptions behind United States Government Indian policies over the years;
 - G. Develop an awareness of the contemporary state of Native America;
 - H. Synthesize this material to draw inferences about the future role and contributions of Native Americans in the United States and the world.

IV. COURSE CONTENT:

- A. Native American origin theories and their significance
 1. The theory of indigenous origins
 2. Diffusion Theories
 3. Extreme diffusion theories
 4. The significance of origin theories in the context of the European discovery of a "New" World
- B. Paleo-Indians
 1. Clovis
 2. Folsom
 3. Plano
 4. A pre-Clovis Horizon?

- C. Archaic Period
 - 1. Tehuacan Valley Project
 - 2. Regional ecological strategies
 - a) Red Paint People
 - b) Old Copper Culture
 - c) Desert Archaic
- D. Formative Period
- E. American Civilizations
- F. European policies and practices towards Native Americans
 - 1. Spain and the Native Americans
 - a) Aristotle and the American Indians
 - b) The concept of "Natural Slavery"
 - c) The origins of modern racism
 - d) The Requirement of 1513
 - e) Juan de Sepulveda
 - f) Bartolome de las Casas
 - g) Pope Paul III
 - h) Valladolid 1550 and the General Ordinance
 - i) Encomienda
 - j) Repartimiento
 - 2. France and the Native Americans
 - 3. Holland and the Native Americans
 - 4. Russia and the Native Americans
 - 5. Britons and the Native Americans
 - 6. Indians and the European Imperial Legacy
- G. Culture Area concept
 - 1. Environment
 - 2. History
 - 3. Social Organization
 - a) Bands
 - b) Tribes
 - c) Chiefdoms
 - d) States
- H. Culture Area Survey
 - 1. Southeast Culture Area
 - a) General characteristics
 - b) Panfilo de Narvaez
 - c) Jaun Ortiz and the Pocahontas connection
 - d) The DeSoto expedition
 - e) Myths and the Moundbuilders
 - f) Garcilaso de la Vega
 - g) The Five "Civilized" Tribes
 - i. Sequoyah
 - ii. The Cherokee Phoenix
 - iii. Choctaw Code Talkers of World War I
 - iv. Osceola and the Seminole Wars
 - h) Indian Removal Act and the Trail of Tears
 - 2. Northeast Culture Area
 - a) General characteristics
 - b) Algonquians
 - c) The League of the Iroquois
 - i. Deganawidah
 - ii. Hiawatha
 - iii. Atotarho
 - d) Sachems and Oratory

3. Southwest Culture Area
 - a) General characteristics
 - b) Popay and the Pueblo Revolution of 1680
 - c) Impact on North American history
 - d) Geronimo and the Apache Wars
4. Great Plains Culture Area
 - a) General characteristics
 - b) Treaty-making and the Plains Indian Wars
 - c) Wounded Knee I and II
5. Great Basin Culture Area
6. Plateau Culture Area
 - a) Chief Joseph
 - b) 1877 Nez Perce breakout
7. California...
8. Northwest...
9. Sub-Arctic
10. Arctic
 - a) Nanook and Robert J. Flaherty
 - b) Land Claims and Ecological issues
- I. Examination of Specific United States Government policies
- J. Native Americans in the 21st Century

V. METHODS OF INSTRUCTION: (Please check all that apply and add any additional not listed.)

- Lecture
- Class and/or small group discussion
- Critical evaluation of texts, newspapers, journal articles, and other printed research
- Critical evaluation of films, videotapes, audiotapes, or other media forms
- Classroom demonstrations
- Field trips
- Guest speakers
- Other: Written assignments
- Other: Hands-on learning
- Other: Computer Tutorials
- Other: Online or web-based delivery of instruction, if applicable

VI. TYPICAL OUT-OF-CLASS ASSIGNMENTS:

- A. Reading Assignment. Reading assignments are required and may include (but are not limited to) the following: Read the accounts of the Wounded Knee episode of 1890, and then decide whether it is more accurate to describe it as a "battle" or a "massacre." What facts influenced your decision, and be prepared to justify it before the class.
- B. Writing Assignment. Writing assignments are required and may include (but are not limited to) the following: 1) Scientists, historians, and Native Americans have been at odds over how to treat the remains of Kennewick Man. Prepare a short paper in which the key facts are delineated, and then critically address the issue of whether a fair balance can be reached among such disparate interests.
- C. Critical Thinking Assignment. Critical thinking assignments are required and may include (but are not limited to) the following: 1) Native Americans like to say that the Pueblo Revolt of 1680 was the first true American Revolution. Analyze the impact of this event, and then project what Native American culture—particularly in the Southwest and Great Plains—would be like today if this event had never occurred. 2) Crazy Horse, Chief Joseph, and Osceola all had first-hand experience with United States Indian treaties. Compare their experiences in order to write a paper exposing

the common pattern of assumptions, misunderstandings, and outright misrepresentations typical of these negotiations.

- D. Discussion. In the frontline video "In the Spirit of Crazy Horse," strong opinion was given on whether or not the Black Hills should be returned to the Lakota tribe. Examine the issues, formulate a policy that should be pursued by the United States Government, and defend your conclusion before the class.
- E. Attend a Pow Wow. Determine the etiquette expected of visitors and participants. Prepare a written or written/visual documentary of the events, including an analysis of cultural aspects (dance and clothing styles, etc) and how such events reflect history.
- F. Examine the Catlinite Peace Pipe. Describe the Catlinite Peace Pipe's traits, and then analyze how these contribute to the symbolic and sacred nature of such an artifact in Native American culture.

VII. EVALUATION:

A student's grade will be based on multiple measures of performance and will reflect the objectives explained above. A final grade of "C" or better should indicate that the student has the ability to successfully apply the principles and techniques taught in this course. These evaluation methods may include, but are not limited to, the following (Please check all that apply, and add additional ones not listed):

- Portfolios
- Projects
- Written papers or reports
- Presentations (oral and visual)
- Work performance (internships or field work)
- Lab work
- Comprehensive examinations (cumulative finals or certifications)
- Peer evaluation
- Self evaluation
- Classroom participation
- Homework
- Other: Telecomputing
- Other: Attendance at a cultural event, museum, etc.

VIII. TYPICAL TEXTS:

- A. Sutton, Mark Q. An Introduction to Native North America, 2nd ed., Boston, MA: Allyn & Bacon, 2003
- B. Greymorning, Stephen. A Will to Survive: Indigenous Essays on the Politics of Culture, Language, and Identity, New York, NY: McGraw Hill, 2004
- C. Darian-Smith, Eve. New Capitalists: Law, Politics, and Identity Surrounding Casino Gaming on Native American Land. New York, NY: Thompson-Wadsworth, 2004
- D. Grounds, Richard A.; Tinker, George E.; and Wilkins, David E. (Eds.) Native American Indian Identity and Resistance, Lawrence, KS: Uiniversity Press of Kansas, 2003
- E. Prucha, Francis Paul. (Ed.) Documents of United States Indian Policy, 3rd ed., Lincoln, NE: University of Nebraska Press, 2000
- F. Peat, F. David. Blackfoot Physics: A Journey into the Native American Universe, Phanes Press, 2002

IX. OTHER SUPPLIES REQUIRED OF STUDENTS:

None