

**REVISIONS TO GENERAL EDUCATION PROPOSAL FOR
ANTH237 NATIVE NORTH AMERICAN CULTURES
U.S. DIVERSITY CATEGORY**

The General Education Vetting Committee responded to this proposal with the following comments.

Dear Jay,

The Vetting Subcommittee considered ANTH 237 Native North American Cultures for inclusion in the U.S. Diversity category at its most recent meeting. The committee was very impressed with both the course and the proposal. We have just two recommendations for revision:

1. Rationale: The explicit statement of the category into which the course fits appears on the syllabus but not on the proposal. We ask that it be included in the proposal.
2. The methods of evaluation are grouped at the end of the proposal. We ask that it be made clear which method of evaluation addressed each outcome, and exactly how it addresses the outcome. I believe that we made this same request with regard to a previous ANTH/SOCL course. Also, people are skeptical about the second sentence of the second paragraph of 7B.

This was very well done and shows a thorough rethinking of the course in relation to the outcomes for the U.S. Diversity category. We are eager to use this as a model for other U.S. Diversity courses.

As in the previous cases, if you could send me an electronic copy of the revised portions of the proposal, I can slip them into the rest of the original proposal with the signatures. This saves paper and time.

Thank you for all that your department is doing for the new Gen Ed program.

Margaret Crouch

Chair, Vetting Subcommittee

The proposal has been revised to address these concerns. The statement of which general education category this course fits (from the syllabus) was added to the beginning of the rationale in the proposal on page 3. The concerns regarding the methods of evaluation have been addressed by providing multiple choice questions as examples and by specifically indicating which outcomes are addressed by the examples of short paragraph questions on exams, as requested. The revisions made to the proposal are indicated **in bold text** on pages 4-7.

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS

REQUEST FOR INCLUSION OF A COURSE IN THE
GENERAL EDUCATION PROGRAM:
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY

DEPARTMENT/SCHOOL: _____ SAC _____

COLLEGE: _____ CAS _____

DEPARTMENT CONTACT: _____ JAY WEINSTEIN _____

CONTACT PHONE: _____ 7-0012 _____

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1. Subject Code, Number, and Title: _____ ANTH237 Native North American Cultures _____

2. Credit Hours _____ 3 _____

3. Course Description

4. This course is (check one):

- an existing course with no revisions (need not go through the input system)
- an existing course with revisions (attach this form to Request for Course Revision form)
- a new course (attach this form to Request for New Course form)

5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.

- Effective Communication**
- Quantitative Reasoning (*QR designation*)**
- Writing Intensive (*WI designation*)**
- Perspectives on a Diverse World**
 - Global Awareness
 - U.S. Diversity
- Knowledge of the Disciplines**
 - Arts
 - Humanities
 - Science
 - Social Science
- Learning Beyond the Classroom (*LBC designation*)**
 - Self and Well Being
 - Community Service, Citizenship, and Leadership
 - Cultural and Academic Activities and Events
 - Career and Professional Development
 - International and Multicultural Experience
 - Undergraduate Research

6. Rationale. Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. (The rationale should explain to students why they

are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students.

This course satisfies a General Education requirement in U.S. Diversity: This course introduces students to the diverse political economic and belief systems of indigenous North American cultures (primarily within the U.S., but also in Canada) and the historical and modern impacts of European colonial and U.S. government policies toward Native American peoples. Emphasized throughout the course are the differences among Euro-American political economies and associated ideologies and those of different Native American cultures. Students will learn and understand the historic creation and modern perpetuation of social intolerance, institutionalized racism, ethnocentrism, stereotyping, and exclusion. In addition to outlining the causes and consequences of ethnic cleansing, genocide, and refugee migrations in North America, the course also explores institutionalized attempts at forced "westernization" of Native Americans through reservation-allotment, missionaries, educational systems, and other policies resulting in impoverishment, erosion of social organizations, and loss of culture. Students develop awareness and explanations for alternative cultural identities and values by comparing the varying social experiences and civil rights movements of Native Americans with those of other minority groups.

7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.

7A

List the General Education outcomes for the requirement and explain how the course meets each outcome

- 1. Students will examine the complexity of their own cultural identities and how these relate to the cultural identities of others in the U.S.**

The course requires students to understand, in general terms, how cultural identity is formed, altered, and changes through time. In this course, these concepts are applied to Native American and non-Native American cultures in the U.S. Students learn that the history of Native American - non-Native American relations have had profound effects on divergent cultural identities, as well as cultural identification and stereotyping of "the other." Students are therefore challenged to view their own cultural identities from different perspectives. The course also examines the issue of claiming Native American identity, tribal membership, how membership is culturally defined, and what that entails.

- 2. Students will explore the causes and consequences of social intolerance in the U.S.**

Students must contrast the political economies and resulting ideologies among the different Native American cultures sampled in the course with their own. The students learn how Euro-American cultural institutions compelled expansion and domination of other cultural groups and territories. Students also learn how ideologies such as "Manifest Destiny" and the use of fear and stereotypes were ultimately used by Congress to justify ethnic cleansing campaigns and tolerance for genocide. Students must identify contemporary examples of similar causes, justifications, and consequences.

- 3. Examine the differences between social intolerance and institutionalized racism, ethnocentrism, and exclusion in the U.S.**

Students are presented with the various forms of intolerance, racism, ethnocentrism, and exclusion that Native Americans have experienced, in the past as well as in the present, to distinguish among these, and to compare other ethnic groups' experiences with these. The course gives particular attention to the institutionalized forms impacting Native Americans: government ethnic cleansing, reservation-allotment policies, "westernization" campaigns in education and property policies, dependence on services, and exclusion from the formation of the Bureau of Indian Affairs policies that influence their communities and periodically shift their roles in the national economy.

- 4. Explore how diversity has affected and continues to affect income distribution, economic mobility, political access, and the democratic process in the U.S.**

The course examines the Bureau of Indian Affairs, which was designed to govern and control Native Americans and their resources outside the democratic process. Students learn how reservation allotment policies were designed to split up communal lands of kinship groups and entire societies that equally distributed their resources, or provided for those in need, and how forced nuclear family property ownership of marginal resources led to impoverishment and dependence on federal aid while "surplus" resources (best lands, water rights, etc.) were granted to Euro-Americans and businesses. Associated with this policy was the disintegration of the importance of kin groups, their respective ceremonies, and the loss of culture, often producing factionalized communities competing for internal resources and jurisdictions. The course also covers shared experiences among urban Native Americans and how those experiences are similar to other urban minority groups.

5. Develop an awareness of alternative values, views, and communication styles in the U.S.

The course immerses students in diversity: diversity among Native Americans and among other ethnic groups. They learn the interrelations among political economies and respective value systems, in addition to cultural expression, that result in diverse alternative values, perspectives, and voices. As with any anthropology course, students are expected to explain these, in addition to developing an awareness of them.

7B

Explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement

The methods of evaluation include three exams, which emphasize course materials (lectures, textbooks, articles, and videos) that address the five outcomes of the U.S Diversity requirement. Students also must turn in a culture report on one selected Native American culture. Given the great extent to which the exams incorporate the outcome themes, the degree to which students meet the outcomes can be observed through the exam grades, culture report, and final course grades. Students who do not demonstrate an understanding of the issues receive lower grades and students who do demonstrate an understanding of the issues receive higher grades.

The exam format includes multiple choice questions, short essays, and take-home essays. Among the multiple choice questions are many that address ALL of the outcomes for the U.S. Diversity requirement. **The following are just a few examples of multiple choice questions from exams in the existing course that address the outcomes. Additional questions vital to the gen ed outcomes will be recrafted when this course becomes a gen ed course.**

Outcome 1:

34. "Ethnicity" means which of the following?

- A. Identifying with a group sharing a common culture.
- B. A politically correct way of saying "race."
- C. Identifying with a group that shares a common genetic makeup.
- D. All of these are correct.

5. Which Colonial European group commonly intermarried with Native Americans and Africans resulting in numerous "racial" categories, and borrowed subsistence strategies and foodways, with opportunities based on wealth rather than on appearance or cultural background?

- A. Spanish
- B. French
- C. English
- D. None of these are correct

6. Which Colonial European group considered Native Americans to be "savages" whose lands could be taken over, whose subsistence strategies and foodways were avoided, and whose people should be marginalized and/or pushed out?

- A. Spanish
- B. French
- C. English
- D. None of these are correct

15. What goals are often involved in the recent phenomena of low-income Anglos, living for generations near reservations, to identify themselves as having Native American ancestry despite their parents' generations efforts to downplay such ancestry?

- A. To sympathize with Native Americans
- B. To gain access to collective tribal revenues
- C. To honor Native Americans

8. Oswalt describes the “Tlingit factor” as easing Tlingit adaptation to Western societies. What is the “Tlingit factor?”

- A. The sophistication of Tlingit culture, only recent Euro-American political control, and the cultural emphasis on trading for economic gain.
- B. A rejection of the Euro-American values associated with capitalism.

Outcome 2:

23. European and Euro-American Nineteenth century evolutionary theory, which had a great impact on Native Americans, was characterized by which of the following beliefs?

- A. That all societies progress through stages ultimately leading toward civilization.
- B. That a change in morality can move a culture up to the next higher stage toward civilization.
- C. That Europe represented civilization - the highest stage of evolution - and that teaching “less advanced” peoples to behave like Europeans would help those peoples to progress.
- D. All of these are correct.

22. Which European society was more interested in conquest, whereby Native Americans were to become fully integrated in the colonial society as a class of laborers?

- A. Norse
- B. Spanish
- C. English
- D. Norse

26. The Moundbuilder controversy - over whether or not Native Americans are descended from the moundbuilding cultures - involved which of the following political questions in the 18th century?

- A. Whether Native Americans have occupied the region and have rights to lands or are not historically rooted and can be legitimately displaced.
- B. Whether or not to grant Native Americans special privileges.
- C. Whether or not aliens visited North America in antiquity.
- D. None of these are correct.

Outcome 3:

24. Which of the following form of institutionalized racism was the Act that was designed to break up communal reservation land and allot plots of land to individual families, with surplus given to Euro-American settlers?

- A. Indian Removal Act of 1830
- B. Indian Self-Determination and Education Assistance Act of 1975
- C. Dawes Act of 1887
- D. Indian Claims Commission Act of 1946

19. The Akimel O’odham (Pima) “Years of Famine” were caused by which of the following factors in the late 19th century?

- A. Diversion of Gila River water by upstream white settlements.
- B. Cutting down of Mesquite for trade on the Phoenix market.
- C. Overgrazing leading to erosion.
- D. All of these, and more, contributed to the “years of famine.”

25. Which of the following was the location of a US Calvary massacre of an entire Lakota village, which has become a powerful symbol for Native American civil rights?

- A. Little Bighorn
- B. Wounded Knee
- C. Fort Sumner
- D. Cahokia

11. Which of the following is an example of “Environmental Racism?”

- A. Mines intentionally located near or on Native American reservations that contaminate ground water and wetlands.
- B. Job hiring discrimination against Native Americans
- C. The use of Native American stereotypes for sports mascots.

Outcome 4:

24. Which of the following form of institutionalized racism was the Act that was designed to break up communal reservation land and allot plots of land to individual families, with surplus given to Euro-American settlers?

- A. Indian Removal Act of 1830
- B. Indian Self-Determination and Education Assistance Act of 1975
- C. Dawes Act of 1887
- D. Indian Claims Commission Act of 1946

31. How did allotment impact Omaha social organization, kinship, and ceremonial knowledge?

- A. Patrilineal became less important as a collective source of resources
- B. Patrilineal extended families became fragmented, resulting in impoverished nuclear families

C. Clan ceremonial knowledge was gradually being lost as kin groups responsible for holding ceremonies that attract marriage alliances became less important to making a living.

D. All of these are correct.

37. How do the Seminole prefer to vote?

A. By supporting whoever provides the most gifts.

B. By seeking advice from a shaman on how to vote.

C. By talking about an issue and waiting to vote until all are in agreement.

10. Which of the following conditions led to the Civil Rights Movement among Native Americans?

A. Extreme poverty and dependency on aid

B. Extreme racism and discrimination

C. Corrupt tribal governments favored by the federal government

D. All of these are correct.

12. Which of the following is true of the Indian Land Trust Fund?

A. The BIA set up the fund to control revenue on behalf of Native Americans for commercial use of their lands.

B. The BIA has admittedly mismanaged the funds throughout the 20th century.

C. The accounting paperwork has not been properly organized and much has been shredded.

D. The amount now owed to Native Americans is probably over 10 billion dollars, which the BIA has no ability to pay.

E. All of these are correct.

Outcome 5:

Diversity as viewed through kinship (exams also include comparisons of gender roles, social organization, divergent views on non-aboriginal cultures, etc.):

30. The Netsilik had which of the following kinship relations?

A. Bilateral descent and patrilocal extended families.

B. Matrilineal descent and matrilocal extended families.

C. Patrilineal descent and patrilocal extended families.

D. Matrilineal clans and avunculocal extended families.

1. The Chipewyan had which of the following kinship relations?

A. Bilateral descent and matrilocal postmarital residence.

B. Matrilineal descent and patrilocal postmarital residence.

C. Cognatic kinship and neolocality

5. In general, aboriginal kinship along the Pacific Coast of North America is largely matrilineal in the north, bilateral in the center, and ____ in the south.

A. Matrilineal

C. Bilateral

B. Patrilineal

D. Cognatic

6. The Tlingit had which of the following kinship relations?

A. Patrilineal descent, patrilocal, patrilineal clans, and the Omaha marriage system.

B. Matrilineal descent, matrilocality, matrilineal clans, and the Crow marriage system (although they could marry someone from father's clan).

C. Bilateral descent, neolocality, and no rules on marriage.

7. Who did crests and totem poles represent among the Tlingit?

A. Moieties

C. Clans

B. Lineages

D. All of these erected crests and totem poles.

8. Oswalt describes the "Tlingit factor" as easing Tlingit adaptation to Western societies. What is the "Tlingit factor?"

A. The sophistication of Tlingit culture, only recent Euro-American political control, and the cultural emphasis on trading for economic gain.

B. A rejection of the Euro-American values associated with capitalism.

9. According to the instructor, the Yurok are representative of which type of society emphasizing corporate estates?

A. Foraging band societies

C. House societies

B. Conical clan chiefdoms

D. Cognatic societies

15. The Hopi have which of the following kinship relations?

A. Patrilineal descent, patrilocal, and Omaha kin terms

B. Bilateral descent, patrilocal, and Iroquois kin terms

C. Matrilineal descent, matrilocality, and Crow kin terms

26. The Omaha had which of the following kinship relations?

A. Matrilineal descent, matrilocal postmarital residence, matriclans, and the Crow marriage system.

B. Patrilineal descent, patrilocal postmarital residence, patriclans, and the Omaha marriage system.

C. Bilateral descent, patrilocal postmarital residence, and no marriage rules.

32. Which of the following characterizes southeastern kinship patterns in general?

- A. Patrilineal descent, patrilocal postmarital residence, and Omaha marriage/kin term systems.
- B. Matrilineal descent, matrilocal postmarital residence, and Crow marriage/kin term systems.
- C. Bilateral descent, neolocality, matrilocal postmarital residence, and Iroquois kin terms.

5. Which of the following best describes Iroquois kinship?

- A. Matrilineal descent, matrilocal postmarital residence, matriclan exogamy, and villages with multiple clans (with each clan present in more than one village).
- B. Patrilineal descent, patrilocal postmarital residence, patriclan exogamy, and separate villages for each clan.
- C. Matrilineal descent, patrilocal postmarital residence, matriclan endogamy, and separate villages for each clan.

13. Which is true of Native Americans living in urban environments?

- A. They are faced with similar social problems as other minority groups in cities.
- B. They often are more successful, having given up their indigenous living patterns.

The short essay questions are more heavily weighted and address ALL of the outcomes for the U.S. Diversity requirement. Examples of short essays on exams from past years include the following. "Contrast the Spanish and English/French approaches to Native American-European relations in North America and the different 'social races' that resulted from these approaches" (**addresses outcome 1 [varying concepts of interaction and "race" classification systems resulting in different cultural identities]**). "Describe how the Netsilik, who were once self-sufficient, became impoverished laborers and dependent on Euro-Americans" (**addresses outcomes 1 and 4 [impoverishment and dependence, stereotypes formed afterward]**) "Describe the history of events leading to the 'Years of Famine' among the Pima (Akimel O'odham) and the Maricopa (Pee Posh)" (**addresses outcomes 1, 2, and 3 [cultural identities of diverse Native Americans lumped together by Anglos, social intolerance of non-Anglo Southwest groups, institutionalized racism and exclusion despite O'odham and Pee Posh contributions to U.S. military]**) "How did the Iroquois Confederacy influence the U.S. Congress?" (**addresses outcomes 1 and 5 [model for the U.S. Congressional structure based on alternative values of governance]**). "Describe the shared and the distinct problems facing urban Native Americans and other minorities in the U.S. Southwest" (**addresses outcomes 1, 4, and 5 [diverse identities and relations; income distribution, mobility, and political access; alternate values based on social context]**). "Describe 'environmental racism' and give one example from the Great Lakes region." (**addresses outcomes 1 and 3 [local example of ethnic relations, diverse identities and institutionalized racism]**) "Describe the history and current status of the BIA Land Trust scandal." (**addresses outcomes 3 and 4 [institutionalized racism and resulting income distribution, mobility, and political access]**).

The take-home essay portion of each exam requires students to read extra articles and books that also address the U.S. Diversity outcomes. Examples of take-home essay questions from past years include the following:

- o What were the general differences between Euro-American and Native American economies. How did these economic differences produce different ideologies concerning nature and property? (**outcomes 1 and 3**)
- o What were the two competing Euro-American ideological/philosophical approaches to Native North Americans? How was the reservation system a compromise? (**outcomes 2 and 3**)
- o How have congressional and BIA policies changed Native American roles in the mid-late 20th century national economy. (**outcomes 2, 3, and 4**)
- o Describe, according to her autobiography, Mary Crow Dog's early reservation life, educational experience, and treatment as a Native American woman, and how the civil rights movement changed her life. (**All outcomes involved in this book!**)

8. Attach a syllabus (1-inch margins and 10-12 pt. font). The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above.

****NOTE:** This course encompasses more than the outcomes for the U.S. Diversity General Education requirement. The topics that specifically address these outcomes are in bold on the course outcomes on page 1 of the syllabus and on the schedule and outline on page 3 of the syllabus. Many of these outcomes are addressed in reference to the specific cultures underlined on page 3 of the syllabus.

Please submit all materials in electronic form.

Action of the Department/College

1. Department

Vote of department faculty: For 16 Against 0 Abstentions 0

Department Head

Date

2. College

College Dean

Date

Action of General Education Advisory Committee

Vote of General Education Committee: For _____ Against _____ Abstentions _____

Chairperson, General Education Advisory Committee

Date

Approval

Associate Vice-President for Undergraduate Studies and Curriculum

Date

ANTH 237 Native North American Cultures

Instructor:
Office:
Office hours:
Telephone:
Email:

Days:
Time:
Classroom:

This course satisfies a General Education requirement in U.S. Diversity: The course introduces students to the diverse political economic and belief systems of indigenous North American cultures (primarily within the U.S., but also in Canada) and the historical and modern impacts of European colonial and U.S. government policies toward Native American peoples. Emphasized throughout the course are the differences among Euro-American political economies and associated ideologies and those of different Native American cultures. Students will learn and understand the historic creation and modern perpetuation of social intolerance, institutionalized racism, ethnocentrism, stereotyping, and exclusion. In addition to outlining the causes and consequences of ethnic cleansing, genocide, and refugee migrations in North America, the course also explores institutionalized attempts at forced "westernization" of Native Americans through reservation-allotment, missionaries, educational systems, and other policies resulting in impoverishment, erosion of social organizations, and loss of culture. Students develop awareness and explanations for alternative cultural identities and values by comparing the varying social experiences and civil rights movements of Native Americans with those of other minority groups.

Course Description

A regional, historical, and topical survey of aboriginal North American cultures

This course provides an introduction to Native North American cultures through an anthropological perspective. Emphasis is placed on social and political organization, economy, ecology, religion and cultural change and marginalization. The goals of the course are to provide a basic understanding of Native Americans, to encourage a sensitivity to Native American issues, and to examine broader issues of diversity within the United States.

Required Texts

Oswalt, Wendell H.

2006 *This Land Was Theirs: A Study of Native Americans, 8th Ed.* McGraw-Hill/ Mayfield, Boston.

Crow Dog, Mary and Richard Erdoes

1990 *Lakota Woman.* Harper Perennial, New York.

*Additional readings on Halle Library eReserve. See References and instructions on how to access these items on pg. 4 of syllabus.

Course Objectives

1. To summarize the Prehistoric culture history in each North American cultural region as viewed through archaeology.
2. To develop an understanding of the diversity and complexity of Native American cultures and to sample those cultures from each major North American cultural region. **Emphasis is placed on history of kinship and social organizations, political organizations, economies, ecologies, material culture, religions, interactions with other major ethnic groups, and changes to each of these.**
3. **To summarize the history of Euro-American ideologies and governmental policies directly impacting Native North American lifeways resulting in economic and political marginalization and adverse conditions for cultural survival.**
4. **To examine Native American cultures so as to understand the alternative values and views communicated in resistance to marginalization and stereotyping.**
5. **To examine the causes and consequences of social intolerance, institutionalized racism, ethnocentrism, stereotyping, and exclusion in the U.S. and continued marginalization of Native Americans.**
6. **To examine the civil rights movement and major issues confronted by Native North Americans today.**
7. **To develop an understanding of how ethnicity and ethnic identities are shaped; how Native American interactions with other groups helped shape contemporary ethnicities in the U.S.; and to compare/contrast Native American experiences, ethnicities and identities with those of other major ethnic groups in the U.S.**
8. To point out the often taken-for-granted contributions of Native North Americans to broader North American societies and the contributions of Native North Americans to the development of Anthropology.

Student Responsibilities

Readings: Students are expected to complete the assigned readings listed on the course schedule before coming to class.

Attendance: Students are expected to attend at least 90 percent of the lectures. Every lecture will provide additional material not found in the readings, exercises, and assignments, in addition to emphasizing the most important points in the readings. For these reasons, students who do not regularly attend the lectures are not likely to do well on the exams and will miss important information that will also influence their grades.

Be considerate to other students. Students are expected to turn off cell phones and should not participate in “private” conversations during the lectures to avoid distracting other students.

Exams: There will be three exams (including the final exam), each worth 100 points. Exam material will be derived from the lectures, readings, and occasional videos. The questions on the exams will be in the form of multiple choice, matching or identification, short essay answers, and longer take-home essays. Study guides will be posted on the Halle Library electronic reserve (see page 4 of syllabus)

No makeup exams will be given without a documented legal and/or medical reason presented to the instructor. If the makeup exam is to be taken after returning graded exams to the other students, the student taking the makeup exam will be given a different (and more difficult) exam.

Culture**Report:**

Each student must select a Native North American culture not emphasized in the readings or lectures and summarize that culture’s environment, material culture, subsistence, kinship, social and political organization, religion and ceremonial life, and their historical interaction with nonNative Americans. A detailed list of what should be included in the assignment is provided on page 4 of this syllabus. The 10 page written assignment is worth a total of 100 points. Students are expected to provide a rough draft in week 10 (worth 10 of the 100 points). The completed assignment (worth 90 of the 100 points) is due in class in week 14. Turn in the assignment on time. Assignments turned in within the first week after the deadline will only be eligible for a maximum of 50 points. No assignments more than a week late will be accepted without a documented legal and/or medical reason presented to the instructor.

Withdrawals: Protect your GPA! If deciding to withdraw from the course, it is the responsibility of the student to be certain he or she is officially withdrawn through the Registrar. Failure to officially withdraw typically results in a failing grade due to zero scores on exams and other graded assignments.

Academic**Honesty:**

Protect your academic goals. Even if you feel you are doing poorly in this course, it is better to do poorly with honesty than to risk serious academic sanctions. Academic dishonesty is representing another's work as one's own, active complicity in such falsification, or violating test conditions. Plagiarism is stealing and passing off the ideas and words of another as one's own, or using the work of another without crediting the source. The sanctions for these offenses on exams or written work are serious and can result in a zero score for the assignment or final grade and have resulted in the removal of students from academic institutions.

Grading Standards

Final Grade: The final course grade will be averaged from the three exams and the assignment. Letter grades for each exam and the final course grade are as follows:

A: 95-100 pts	B+ : 86-89 pts	C+ : 76-79 pts	D+ : 66-69 pts	E: 0-59 points
A-: 90-94 pts	B: 83-85 pts	C: 73-75 pts	D: 63-65 pts	
	B-: 80-82 pts	C-: 70-72 pts	D-: 60-62 pts	

Incompletes: Incompletes will not be given without a documented legal and/or medical reason presented to the instructor. Additionally, the student must have been making a C average in the course to obtain an incomplete.

	<i>Course Schedule and Outline</i>	Readings	
Week	Subject	Oswalt chs.	eReserve
1	Introduction to course and overview, Anthropology and Native Americans, modern ethnocentrism and stereotypes.		
2	Cultural variation and cultural regions. Native American subsistence, political, linguistic, & religious systems. Overview of North American culture history: Paleoindian, Archaic, post-Archaic, colonial & U.S. periods. <i>Map Quiz</i>	1	
3	Political Economy: Kinship, social organization, and economy. Influences on family structure, marriage systems, trade and ceremony, and social integration.		Keesing Littlefield
4	European expansion and differences among French, British, and Spanish interactions with Native Americans. U.S. expansion, US federal policies regarding Native Americans. The mound-builder debate and property rights of Native Americans.	2	Fagan 1 Bonvillain 2
5	Arctic Prehistory and generalizations on modern arctic cultures. The cultural impacts of the Hudson's Bay Trading Co. (film: <i>In the Footsteps of the Inuit</i>). <u>The Netsilik</u> . Cultural interactions.	3	Kehoe 9
6	**Exam I** Subarctic: generalizations on modern subarctic cultures. <u>The Chipewyan</u>	4	
7	Pacific Coast prehistory and generalizations on Pacific coast cultures. <u>The Tlingit</u> of the Northwest Coast, <u>The Yurok</u> of the central Pacific Coast, and the <u>Cahuilla</u> of the Californian desert resort region. Cultural interactions.	9 8 7	
8	Southwest: Chaco and Anasazi Prehistory. Generalizations on Southwest Puebloan cultures. Pueblo Revolt. Geopolitical instability and refugee populations. <u>The Hopi</u> and <u>Zuni</u> . Interactions with Chicano/"Mexicano" populations.	10	Kehoe 3
9	Hohokam Prehistory. The <u>O'odham</u> , <u>Yuman</u> , and Athapaskan cultural groups. Euro-American settlers, water rights, and famines. Dawes Act allotment impacts on the O'odham. Geopolitical instability and inter-ethnic conflict. International refugees - the Yaqui. Yaqui-Chicano-Mexican American interactions.	11	Bonvillain 8
10	Plains Prehistory and generalizations on Western Plains and Eastern Plains cultures. Euro-American settlement and mining. Ethnic cleansing and genocide. The <u>Crow</u> and <u>Omaha</u> . Dawes Act allotment impacts on Omaha society and culture. African American - Native American interactions. Environmental racism.	6	Bonvillain 6
11	Southeast Prehistory and generalizations on Southeastern cultures. Indian Removal Act: Ethnic cleansing, genocide, and forced migration ("Trail of Tears"). <u>The Cherokee</u> . <u>The Natchez</u> . Geopolitical instability and refugee populations forming the Seminole. African maroons and the Black Seminole.	13 14	
12	**Exam II** Northeast prehistory and generalizations on historical and modern <u>Algonquian</u> cultures and <u>Iroquois</u> cultures. The Iroquois confederacy. Geopolitical instability and inter-ethnic warfare.	12	Bonvillain 3
13	Great Lakes Prehistory and generalizations on Great Lakes Cultures. Geopolitical instability and refugee populations, inter-ethnic conflict, alliances, diasporas. Tecumseh. Pontiac's Rebellion. The EMU Huron - Mascots, stereotypes, and racism. Environmental racism.		
14	Early 21st Century Issues: social and health problems in urban and reservation settings, employment discrimination, the BIA Land Trust scandal, NAGPRA, casino revenues and stereotypes, and contested Native American identities - who should decide membership?	15	Lobo & Talbot

15	Civil Rights movements in the 1970s and today. "Pan-Indian" movements. Native North American roles in international Indigenous Rights movements.	Crow Dog & Erdoes
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eReserve References

- Bonvillain, Nancy
2001 *Native Nations: Cultures and Histories of Native North America*. Prentice-Hall, Upper Saddle River.
- Fagan, Brian M.
2000 *Ancient North America: the Archaeology of a Continent*. Thames & Hudson, New York.
- Keesing, Roger M.
1975 *Kin Groups and Social Structure*. Holt, Rinehart, and Winston, New York.
- Kehoe, Alice B.
1992 *North American Indians: A Comprehensive Account*, 2nd edition. Prentice-Hall, Upper Saddle River.
- Littlefield, Alice
1991 Native American Labor and Public Policy in the United States. In *Marxist Approaches in Economic Anthropology*, edited by Alice Littlefield and Hill Gates, pp. 220-232. University Press of America, New York.
- Lobo, Susan and Steve Talbot (editors.)
2001 *Native American Voices*, 2nd edition. Prentice-Hall, Upper Saddle River.

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Culture Report Instructions

Select a Native North American culture not emphasized in course lectures or readings and summarize:

Location and environment

Material culture:

Houses, other structures, technologies, major artifacts, etc.

Subsistence:

Major sources of food and other resources, how obtained. Major job categories and incomes.

Gender division of labor

Political organization and leadership

Kinship and Social Organization:

Inheritance and descent

Family organization

Postmarital Residence

Marriage - who men and women can and cannot marry

Kin term system

Religion and ceremonial life:

Religious beliefs

Major ceremonies

History:

Population history

US Government policy

Interaction with Anglos and other ethnic groups

Major issues faced in late 20th - early 21st century

Format: 10 pages of text, double-spaced, font-size 12, 1-inch margins. You must include in-text citation of source(s) of information. Provide full reference information for source(s) in the Works Cited section.

Good sources for information:

Published Ethnographies and journal articles are the best sources

Handbook of North American Indians (there are several volumes by region)

Encyclopedia of World Cultures (Volume 1 covers North America)

No use of unpublished sources from the internet is allowed other than official tribal government websites. Exceptions may be

granted by the instructor. Use of internet to find published articles in their original published form is acceptable (e.g., use of *JSTOR*).