

## :: Native North Americans: Anthropology 232 ::

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**IA 223 ~ MWF 1:00-1:50**  
**Office: SSH 111**  
**Hours: Friday 2:00 + by appt**

### **Course Description:**

Focuses on Native American cultures and their ancestors in prehistoric, historic, and contemporary contexts. Anthropological evidence, including archaeology and ethnography, and indigenous evidence, including customs and oral histories and traditions, are used to create holistic perspectives about both early Native American cultures and cultures today. Later changes resulting from contact, westernization, and assimilation are investigated.

### **Course Learning Outcomes:**

- Define and critically consider the primary continental migration theories, and realize the interconnectedness of cultural development and change and environmental adaptation.
  - Explore and analyze the scientific theories of origins
- Synthesize knowledge of Native American culture in regard to scientific theories.
- Define the special relationship that exist between Native Americans and United States government, the origins of the relationship, and problems maintaining the relationship for the past several hundred years.
- Describe similarities and differences between cultures and apply the anthropological approach of cultural relativism.

### **Course Content & Instruction**

Due to the ongoing histories/experiences of settler-colonial violence, racism, dispossession, and genocide that frame both the colonization of the Americas and Indigenous responses to it, this course will openly engage these and related issues without censorship. If content makes attendance and participation difficult, please do not hesitate to speak with the instructor to make alternative arrangements.

### **Instructor Philosophy**

One of my primary goals in teaching anthropology is to enable my students to develop appropriate tools to be able to engage and employ them both in and out of the classroom. As anthropologists we fully understand that the condition of being a human is that we have to understand the meaning of our

experience. In the context of learning anthropology in the classroom, it is vital for students to viscerally learn to make their own interpretations rather than act on the purpose, beliefs, and judgments of others. Facilitating such an understanding is the pinnacle of my teaching philosophy. In other words, it is my hope and expectation that this course will help you create your own ideas and opinions about cultural phenomenon, particularly about your own culture.

Take responsibility for your own learning and participating in class discussions is what makes this course enjoyable!

### **Required Textbook:**

Dunbar-Ortiz, R. (2014). Indigenous Peoples' History of the United States. Beacon Press.

D'Arcy McNickle (1978). The Surrounded. University of New Mexico Press.

### **Course Rules and Classroom Culture:**

**Student Conduct:** The Social Sciences, particularly Anthropology, requires us to explore the lives of others as well as our own. This means that certain topics can be sensitive at times and we have to act with the utmost *respect* for one another. The classroom at all times must remain a safe space for us to explore our thoughts and learn. You are expected to conduct yourself in an honest, professional, and ethical manner and will be held to this standard.

\*Laptops have been consistently proven to be a distraction in class for the students using them, other students, and the instructor. Use of a laptop or other technological device are not permitted in class without the prior consent of the instructor.

### **Requirements for success in this course**

- 1) Access required texts
- 2) Complete your work on time
- 3) Participate and engage respectfully with your classmates
- 4) Access and use CANVAS course online

\*All assignments must be submitted to our CANVAS site to receive credit. Assignments not uploaded to CANVAS will not be counted towards your grade.

### **Late work policy**

Late work is accepted. However, please note that late assignments are marked down one full letter grade for each time the class meets. For example, if you have an assignment that is due on Monday and submit it on Wednesday, it will be marked down one letter grade. If this same assignment is handed in on Friday, it will be marked down two letter grades.

Reminder: *\*In-class writings can not be made up.*

Additionally, the last day to submit any late assignments is the last day of class **June 7th**.  
*No assignments will be accepted after this date.*

### **Request for Special Needs or Accommodations**

Direct questions about or requests for special needs or accommodations to the LBCC Disability Coordinator, RCH-105, 6500 Pacific Blvd. SW, Albany, Oregon 97321, Phone 541-917-4789 or via Oregon Telecommunications Relay TTD at 1-800-735-2900 or 1-800-735-1232. Make sign language interpreting or real-time transcribing requests 2-4 weeks in advance. Make all other requests at least 72 hours prior to the event. LBCC will make every effort to honor requests. LBCC is an equal opportunity educator and employer.

### **LBCC Comprehensive Statement of Nondiscrimination**

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender, gender identity, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. For further information see Board Policy P1015 in our Board Policies and Administrative Rules. Title II, IX, & Section 504: Scott Rolen, CC-108, 541-917-4425; Lynne Cox, T-107B, 541-917-4806, LBCC, Albany, Oregon. To report: [linnbenton-advocate.symplicity.com/public\\_report](http://linnbenton-advocate.symplicity.com/public_report)

### **LBCC Basic Needs Statement**

Any student who has difficulty affording groceries or food, or who lacks a safe and stable place to live, is urged to contact a Student Resource Navigator in the Single Stop Office (T-112): Amanda Stanley, [stanlea@linnbenton.edu](mailto:stanlea@linnbenton.edu), 541-917-4877.

### **Policy on Children in Class:**

It is my belief that if we want women in academia, that we should also expect children to be present in some form. Currently, the college does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff, and faculty parents.

1) All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.

2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant

to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

5) I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have *finally* gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom.

6) Lastly, a lot of the course material we talk about in class is only for adults and can be too difficult for children to process. The instructor is more than willing to accommodate children in the classroom, but can not make any changes to the content of the course based on what might be appropriate/inappropriate for children.

### **Course Requirements & Assignments**

**In-class writings** - These are writings that we will do in class and they cannot be made up.

**2 Film Assignments.** These films will be shown in class and the assignments are very straightforward with attendance and notetaking. I always encourage note taking during class as you are allowed to have your notebook open during all exams in this course. This is limited to note taking on paper and not a screen, however, unless you have a special need for accommodation that you have cleared with the instructor at the beginning of the course.

### **Teaching Project ~ Paleo-Contact**

This project is based on an article that will be provided to you on Canvas. In an effort to acquire as much knowledge about the regions as possible in a short time, there will be four articles assigned on the following areas:

- Native Peoples of the Northwest Coast
- Native Peoples of the Northeast
- Native Peoples of the Southwest

- Native Peoples of the Southeast
- Native Peoples of the Arctic
- Native Peoples of the Plateau
- Native Peoples of the Great Basin
- Native Peoples of California
- Native Peoples of the Plains

There will be some choice in which region you focus on, however, we can only have four people assigned to each region. You will read your article and present your findings to the group in the form of teaching. A rubric on how you will be graded will be provided to you. One of the criteria that is most fun and most difficult is “creativity in teaching” category. I encourage you to run with this. The text is by no means “fun” - but you can present the knowledge in any way you see fit. Students in the past have written poems, rap songs, brought visuals, use the whiteboard, use powerpoint on their computers, etc. We will discuss this in-depth in class.

**Book Quiz:** This is a cumulative book quiz that starts with the introduction and goes through chapter 8. This is solely on the textbook for our class, Indigenous Peoples’ History of the United States by Dunbar-Ortiz. You will never be tested on details such as dates in history.

**Native Poetry Projects ~ (Project # 1 & 2)**

You will find a poem on your own. The only requirement is that the author is Native American. LBCC’s library is a great starting point since our collection has grown! Check out our collection of indigenous authors here: <https://library.linnbenton.edu/indigenous-authors>

Choose a poem that you simply like or choose a poem that reflects on your learning.

In class you will be in groups of four and present the poem of your choice.

*Prepare the following:*

- Four copies of your poem (one for each group member)
- One page-typed, written reflection on your poem, including, but not limited to:
  - Why you chose this poem
  - What about this poem stuck out to you?
  - What does the poem mean?
  - Reflect on your learning in the course. What in our course relates to this poem?

## **Research Teaching Project**

This is a similar format to your Teaching Project in that you will be teaching your classmates a ten minute peer-reviewed presentation. However, this will be on a research topic of your choice. I encourage you to think about your topic from the start of class and continuously narrow it down to one solid research question that you will set out to answer. You will see on the course calendar that this research question is due in class a week before.

Here is an example of a topic that is great, but still needs to be narrowed down: “This project will examine the Iroquois nation in-depth”. Here is a topic that is ready to go: “This project will examine the colonial impact on the disenfranchisement of Iroquois women in the political sphere”. You get my point: be specific. I will help you with this and the librarian staff are ready to guide you with any sources you need to locate as they are aware of the project.

## **Final Exam**

We will go over this in class in detail. Our exam is scheduled for Wednesday of Finals week from 1:00-2:50.

## **Grades**

<b><u>Assignment</u></b>	<b><u>Possible Points</u></b>	<b><u>Keep track of your own grade</u></b>
In-class writings (Wk 1, 5, 8, 10)	5 points each X 4 = 20	
Film Reflection # 1	5	
Film Reflection # 2	5	
Poetry Project # 1	5	
Poetry Project # 2	5	
Group Teaching Project	10	
Research Teaching Project	10	
Book Quiz	10	
Book Review	15	
Final Exam	15	

## Course Calendar

\*Indigenous Peoples' History of the United States (IPH)

\*\* The Surrounded (SUR)

\*\*\*Additional Readings all found on Canvas (CA)

\*\*\*\*Calendar subject to changes at instructor's discretion

	Monday	Wednesday	Friday
Week 1: April 1st	--	Introductions, Syllabus	Kalapuya reading due (CA) Dr. David Lewis Guest Lecture In-class writing
Week 2: April 8th	Ch. 1-3 (SUR) Film: "Reel Injun"	Finish film Ch. 4-6 (SUR)	Film assignment Intro & Ch. 1 due (IPH)
Week 3: April 15th	The Mastodon in the Room <a href="#">podcast</a>	Ch. 2 + 3 due (IPH) Ch. 7-9 (SUR)	Teaching Project due (Paleo-Contact)
Week 4: April 22nd	Film: "Our Spirits Don't Speak English"	Finish film	Group activity on film Ch. 10-13 (SUR)
Week 5: April 29th	Ch. 14-17 (SUR)	Native Poetry Project # 1	In-class writing Ch. 4 + 5 due (IPH)
Week 6: May 6th	Mohawk Interruptus reading due (CA)  Ch. 18-21 (SUR)	<a href="#">Tohono O'odham op-ed</a> reading due  Ohero:kon film	Book Quiz Ch. 6, 7, & 8 due (IPH)
Week 7: May 13th	Spiritual Encounters reading (CA)	Ch. 9 due (IPH)	Ch. 22-25 (SUR)
Week 8: May 20th	Book Review due	Research Proposal/Question due + Ch. 26-29 (SUR)	Ch. 10 + 11 due (IPH) + in-class writing
Week 9: May 27th	Holiday LBCC closed	Ch. 30-32 (SUR)	Research Teaching Project due
Week 10: June 3rd	Ch. 33-34 (SUR)	Native Poetry Project # 2	Final reflection