

# *Native North Americans: Anthropology 232*

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**Ecampus course**  
**Student weekly Zoom hours: Fridays 10:00-11:00**  
**+ Always available by appointment**

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**COVID-19 Adjustments. I will miss you in the classroom this term. The good news is that I have a lot of experience teaching online. Here are some reminders as we move forward together.**

1. Nobody signed up for this.
  - Not for the sickness, not for the social distancing, not for the sudden end of our collective lives together with people we care about and on campus
  - Not for an online class, not for teaching remotely, not for learning from home, not for mastering new technologies, not for varied access to learning materials
  - If you are new to online learning, please do not worry. I have set our course up for you so please follow the directions closely
  - Check your LBCC email everyday and work through each module like a book (email + video to come on this).
2. An equitable option is the best option.
  - We are going to prioritize supporting each other as humans
  - We are going to prioritize simple solutions that make sense for the most
  - Anthropology occupies an important perspective on the world and is of utmost importance in a pandemic and the creation of a post-pandemic world
  - We all have so much to learn so stay curious and get started!

## **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 exists between Native Americans and the 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 Textbooks:**

Recovering the Sacred. Winona LaDuke. Free eBook through LBCC's library:  
<https://ebookcentral.proquest.com/lib/linnbenton-ebooks/detail.action?docID=4187899>

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

## **Required Learning Management System:**

How to use this course. Introduction here:

<https://drive.google.com/file/d/1bMhkWQnPrzuyTUWHWL2TPN2PPA7qoRS-/view>

<https://canvas.instructure.com/enroll/F8MTA6>

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

*Student Conduct:* The discipline of 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 must remain a safe space for us to explore our thoughts and learn. We are all expected and held to the highest standard of conducting yourself in an honest, professional, and ethical manner at all times.

### *Technology Statement*

This course is run asynchronously. In other words, you do not have to log in at a certain time and are free to log in when you can so you can balance the uncertainty that is enveloping our lives. That said, there is a significant amount of work in our course and it is important for you to dedicate a significant amount of time each week for our course.

Here is your access to our course this term. This has also been sent to your email. **You must use your LBCC email.** Contact your Instructor as soon as possible if you are having any issues getting into Canvas. I am your point of contact for any help with this site.

Contact your Instructor as soon as possible if you are having any issues getting into Canvas. *I am your point of contact for any help with this site, not the college.*

## **Late work policy**

- ❖ The last day to submit any late assignments is the last day of class (Friday, Week 10). No assignments will be accepted towards your grade after this date.
- ❖ I encourage you to submit your work on time. This is for yourself as well as for your classmates. We have a lot of engagement in our assignments in this course and it is important to get your work in on time.

- ❖ If you know that an assignment will not be handed in on time, I encourage you to write an email that says something like this:

Hi Lauren,

I would like you to know that my assignment is going to be late and I will be handing it in on \_\_\_\_\_(insert day/time). If anything changes, I will let you know about it.

Best,

(Student in need of more time that week)

### ***Absence/Presence Policy***

Attending all classes is correlated to student success. *Missing the equivalent of two and a half weeks in this course results in not being able to pass.* It is *not* possible to pass this course if you disappear for a time period and then dump assignments all at once. This impedes one's own learning and affects other classmates as well. These metrics are all available to instructors and my hope is to never look at them! The films, lectures, and discussions we engage with in class are crucial to your participation in the course as well. Please know that communicating with your instructor is important.

**Statement on Academic Dishonesty:** As a college student you will be held to the highest standards regarding academic integrity. Academic dishonesty includes: cheating (the intentional use of unauthorized materials, information, or study aids); fabrication (falsification or invention of any information); assisting (helping another commit an act of academic dishonesty); tampering (altering or interfering with evaluation instruments and documents); and plagiarism (intentionally or knowingly representing the words or ideas of another person as one's own). At the discretion of the instructor, engaging in academic dishonesty risks will absolutely result in a zero on the dishonest assignment and risks failing the entire course

**Students in need of accommodations :** Accommodations are a collaborative effort between students, faculty, and staff. You should meet with your instructor during the first week of class if you have a documented disability and need accommodations. Your instructor needs to know this from you in order for you to best be accommodated. If you think you may need accommodation services please contact Center for Accessibility Resources (CFAR): 541-917-4789. <https://www.linnbenton.edu/cfar>

**Basic Needs Statement:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Single Stop Office for support (SinglestopatLBCC@linnbenton.edu ,

541-917- 4877, or visit us on the web [www.linnbenton.edu](http://www.linnbenton.edu) under Student Support for Current Students). Our office can help students get connected to resources to help.

### **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.

### **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.

### **Assignments on Books**

1. **SACRED:** We will have two book quizzes on SACRED this term.
2. **SUR quizzes:** These are unannounced and are meant to keep everyone on the same page reading.

### **Two Indigenous American Poetry Projects ~**

You will find an indigenous poem on your own. If you have any trouble finding literature, I have a list of resources to share. 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 beforehand. 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**

This is mostly a reflective exam to process your cumulative learning from the term. We will go over this in detail.

**(Suggested) Course Calendar Fall 2020**

*The Tuesday/Thursday dates here are irrelevant. This is a suggested schedule for those of you who are wondering how to manage each week and have not developed your own system. This calendar is a useful guide. It is only a suggestion for time management.*

\*Recovering the Sacred (SACRED)

\*\* The Surrounded (SUR)

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

	Tuesday	Thursday
Week 1: Sept 28th  <b>This Land is Indigenous Land</b>	Introductions, Syllabus  Watch course video tutorial  Begin working through the module under “Home” or “Pages” - they bring you to the same page.	Kalapuya reading due (CA) Ch. 1-3 due (SUR)  SACRED p. 11-15
Week 2: Oct 5th  <b>Broken Treaties, An Oregon Experience</b>	Film: “Reel Injun”  Ch. 4-6 (SUR)  SACRED p. 47-63 (Klamath)	Broken Treaties: Film assignment   SACRED p. 16-32 (Mt. Graham)
Week 3: Oct 11th  <b>Representation Matters</b>	SACRED p. 33-46 (Southwest)	SACRED p. 131-149 (Masks)  Film: “Reel Injun” + assignment  Danger of a Single Story assignment
Week 4: Oct 19th  <b>Our Spirits Don’t Speak English</b>	Film: “Our Spirits Don’t Speak English”  SUR Ch. 7-17 or pages 76-163.	Film Assignment #2

<p>Week 5: Oct 26th</p> <p><b>Peopling of the Americas</b></p>	<p>SACRED p. 67-86 (Imperial Anth)</p>	<p>Teaching Project due (Paleo-Contact)</p>
<p>Week 6: Nov 2nd</p> <p><b>NAGPRA, Museums, &amp; the Ethics of Collecting</b></p>	<p>SACRED p. 87-112</p> <p>SACRED p. 113-129 (Vampires)</p> <p>Research Proposal due</p>	<p>Indigenous Poetry Project # 1</p> <p>SACRED Book Quiz</p>
<p>Week 7: Nov 9th</p> <p><b>Indigenous Knowledge: Rituals &amp; Rites of Passage</b></p>	<p>Film: Ohero::kon</p> <p>SACRED p.151-166 (Three Sisters)</p> <p>SACRED 167-190 (Wild Rice)</p>	<p>Ch. 18-29 (SUR)</p>
<p>Week 8: Nov 16th</p> <p>Indigenous Resistance in an Era of Climate Change</p>	<p>Indigenous Resistance readings in module</p>	<p>Indigenous American Poetry Project # 2</p>
<p>Week 9: Nov 23rd</p> <p>Indigenous Knowledge in an Era of Climate Change</p>	<p>SACRED p. 191-210 (Food as Medicine)</p> <p>p.211-225 (Return of the Horse Nation)</p> <p>p. 227-235 (Rivers &amp; Sturgeon)</p> <p>Ch. 30-34 (SUR)</p>	<p>Research Teaching Project due</p> <p>SACRED p.237 + 253 (Power to Slow Climate Change)</p> <p>Final Review</p> <p><i>Last day to submit any late assignment</i></p>



Week 10: Nov  
30th

Check the module for this week's  
instructions

