

Native North Americans: Anthropology 232

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T/R 10:00-11:20 :: Tadena 205
Office: SSH 111
Hours: Friday 2-4 + by appointment

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:

<https://canvas.instructure.com/enroll/4N4WY8>. Alternatively, you can sign up at <https://canvas.instructure.com/register> and use the following join code: **4N4WY8**

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

*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 solely permitted after discussing this need with your instructor.

Late work policy

- ❖ Late work that we complete *outside* of class is accepted for less credit. Work that is completed in class (quizzes and in-class writings) can not be made up. This includes film assignments, quizzes, and in-class writings.

- ❖ The amount of points earned drops each day an assignment is late. For example, if you have an assignment due on Tuesday worth five points and you upload it to Canvas on Thursday, you will receive three points. Achieving those three points is absolutely worth it and I encourage you to complete your work.
- ❖ Additionally, the last day to submit any late assignments is the last day of class of Week 10. No assignments will be accepted after this date.

Absences:

Attending all classes is correlated to student success. The films, lectures, and discussions we engage with in class are crucial to your participation in the course as well. If you know you will be absent, communicate with your instructor prior to the absence and arrangements will be made. If you have an unexpected absence, please engage in the following steps:

- 1) Check our course calendar to stay on track
- 2) Log into Canvas to find the slides posted from the day you missed
- 3) Email your classmate (s) to check in with them

If you have any questions after this do not hesitate to contact your instructor if you have any questions.

*Missing the equivalent of three weeks in this course results in not being able to pass. This remains true irregardless of the work completed in the course. Class matters.

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 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.

Book Quizzes & in-class writings

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?

Indigenous Politics Podcast

1) Choose a podcast from this website: <http://www.indigenouspolitics.com/>

2) Be prepared to teach and lead a 10 minute discussion about the podcast.

3) Submit a minimum of 500 words (one page single-spaced or two pages double-spaced) explaining the following:

- Why did you choose this podcast?
- What did you learn?
- How did this relate to the course material?

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 and have a review in class.

Grades

<u>Assignment</u>	<u>Possible Points</u>	<u>Keep track of your own grade</u>
SUR quizzes + in-class writings	4 points each X 5 = 20	
Film Reflection # 1	5	
Film Reflection # 2	5	
Poetry Project # 1	5	
Poetry Project # 2	5	
Teaching Project	10	
Research Teaching Project	10	
Book Quizzes (SACRED)	10	
Book Review	15	
Final Exam	15	

Course Calendar Winter 2020

*Recovering the Sacred (SACRED)

** The Surrounded (SUR)

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

	Tuesday	Thursday
Week 1: Jan 6th	Introductions, Syllabus, Library visit	Kalapuya reading due (CA) Ch. 1-3 due (SUR) Guest speaker: Dr. Lewis
Week 2: Jan 13th	Film: "Reel Injun" Ch. 4-6 (SUR) SACRED p. 11-32	Film assignment # 1 Guest speaker - Scott McAleer SACRED p. 131-149 News article posted under Week 2 on Canvas
Week 3: Jan 20th	Ch. 7-9 (SUR) SACRED p. 33-46	Teaching Project due (Paleo-Contact)
Week 4: Jan 27th	Film: "Our Spirits Don't Speak English"	Film Assignment #2 Ch. 10-13 (SUR) SACRED p. 47-63
Week 5: Feb 3rd	Guest Speaker: Dawn Marie Alapisco, OSU NAGPRA coordinator SACRED p. 67-86 Ch. 14-17 (SUR)	Indigenous American Poetry Project # 1

Week 6: Feb 10th	<p>Guest Speaker: Luhui Whitebear, Ph.D. Candidate and Assistant Director of the Native American Longhouse (NAL) Eena Haws</p> <p>SACRED p. 113-129</p>	<p>Indigenous Politics Podcast due</p> <p>Mohawk Interruptus reading due (CA)</p> <p>Ch. 18-21 (SUR)</p>
Week 7: Feb 17th	<p>Film: Ohero::kon</p> <p>Research Question due on Canvas</p>	<p>Ch. 22-25 (SUR)</p> <p>SACRED p.151-166</p>
Week 8: Feb 24th	<p>Book Review due</p>	<p>SACRED p. 87-112 + 167-190</p> <p>Ch. 26-29 (SUR)</p>
Week 9: Mar 2nd	<p>SACRED p. 191-210</p> <p>Ch. 30-32 (SUR)</p>	<p>Research Teaching Project due</p>
Week 10: Mar 9th	<p>Mini-field trip</p> <p>Ch. 33-34 (SUR)</p> <p>The Gift of Strawberries (CA)</p> <p>SACRED p. 211-225 + 227-235</p>	<p>Indigenous American Poetry Project # 2</p> <p>SACRED p. 237 + 253</p> <p>Final Review</p>

- Final Exam: Tuesday, March 17th: 2:30-4:20