

ANTH 0004 - NATIVE PEOPLES OF NORTH AMERICA

Catalog Description

Hours: 54 lecture

Description: Anthropological survey of the indigenous peoples and cultures of North America. Emphasizes ecological knowledges/practices, languages, material culture, social organizations, religion, mythologies, world view, and artistic representations and responses to change. Critical examination of the impact of tribal nations on each other as well as the interactions with other groups of people. Examines current conditions of Native American tribes and communities as well as contributions of Native Americans to the cultures of the Americas. Field trips may be required. (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Describe and discuss the complexity and diversity of Native North American cultures, languages, social organizations and histories
- CSLO #2: Examine the ongoing influence of traditional lifeways, archaeology, environments, and historical interactions within Native North American cultures and communities
- CSLO #3: Discuss contemporary issues of Native North American individuals, tribal nations and communities

Effective Term

Fall 2018

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Distinguish and examine the major culture areas of North America
2. Compare and contrast Native North American sociocultural systems with each other as well as with other cross cultural cases
3. Explain the anthropological approach, methods, history and issues pertaining to studying Native North American peoples
4. Interpret the archaeological record of Native peoples of North America to address historical questions (ex. origin theories, migration patterns, ecology, change, etc.) and discuss the contemporary importance of archaeological sites from indigenous perspectives
5. Use contemporary examples to discuss the influence of traditional lifeways, such as art, medicine and spirituality, in multiple domains of Native American life.

6. Examine linguistic dynamics and issues within cultures and communities of indigenous North America
7. Compare Native American ways of knowing and being with Western and other non-indigenous mentalities
8. Analyze the relationship between Native Americans and other groups including an examination of the impact of European settler colonialism and genocide.
9. Document examples of Indian Country work in North America at cultural revitalization, political organization, economic development, sustainability, environmental activism, international organizing and similar global issues affecting indigenous populations internationally.
10. Use anthropological approaches to provide a supportive cultural strategy for intercultural communication, conflict resolution, cooperation, collaborative enterprises and problem-solving interactions between Native North American individuals, communities and others.

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Behavioral Sciences
 - AA/AS - Multicultural Studies
- CSU GE Applicability (Recommended-requires CSU approval)
 - CSUGE - D1 Anthro/Archaeology
 - CSUGE - D3 Ethnic Studies
 - CSUGE - D7 Interdisciplinary Soc/Behav
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
 - IGETC - 4A Anthro Archaeology
 - IGETC - 4C Ethnic Studies
 - IGETC - 4G Intradis Social/Beha

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: The instructor assigns an article or book chapter for student scholars to read in preparation for an in-class reading discussion about the role of archaeology and knowledge of traditional lifeways in specific and current Native North American communities (course objective #5). Student scholars bring typed and printed reading notes about the assigned material to class for use during the reading discussion. The instructor directs student scholars to form small groups and to use their notes to begin discussing the main ideas and important information about the reading. Student scholars are then directed to discuss how the assigned reading pertains to the current learning unit in the course. Groups then work collaboratively to complete a reading discussion activity organizer which will be submitted for credit, along with reading notes, at the end of the class session.
- Essay Examinations
 - Example: Student scholars will develop understanding of the basic culture areas within Native North America (course objective #1) through assigned reading, lecture and other learning materials. Formative assessments will then be used to ensure comprehension. The professor then assigns several case studies of specific tribes within each of the basic culture areas. In the next class session the professor facilitates a discussion about

the articles. Student scholars will then write essays which use specific examples to compare specific features of the traditional grouping of Native North American cultures/tribes.

- Objective Examinations
 - Example: Student scholars will take scripted answer exams (ex. LMS quizzes) to assess basic comprehension of the diversity and complexity of Native North American languages (course objective #4). Evaluation will be assessed based upon accuracy of answers.
- Projects
 - Example: Throughout the semester student scholars will plan, conduct and present their own anthropological capstone projects (which will thus connect with most of the course objectives but in particular will draw upon course objectives #1, #2, #3 and #10). Student scholars will demonstrate their ability to apply anthropological approaches, theories and methods within their own independent, yet instructor guided, investigations. Student scholars are encouraged to examine topics which will advance their personal, academic and/or professional interests.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Professor lectures in order to define, explain and offer examples of the relationship between supernatural belief systems, art and healing practices within Native North American cultures (course objective #6). An academic and undergraduate level article is assigned which examines specific examples of the interconnection of religion and healing. At the next class session the professor directs student scholars to discuss in small groups the key points of the assigned readings. Student scholars brainstorm questions which are discussed by the class and facilitated by the professor. The instructor might then show a brief video which address other cases within Native North America. Student scholars are then directed to form new small groups and develop their own thoughts about the examples by applying the approaches and concepts learned earlier.
2. Instructor assigns reading about the different dynamics and impacts of early settler colonialism upon Native North American cultures/tribes of different regions in the US (course objective #8). During the following session the instructor directs students to form small groups to discuss the article or book chapter. Towards the end of the discussion the instructor will hand out an in-class activity or exercise which requires student scholars to apply the ideas and information in the reading to new example(s) which may involve screening a brief video. Students engage in the activity/exercise and work collaboratively to fill out the information and respond to critical thinking prompts. At the appropriate time the instructor calls the groups together to share their findings and reflections on the assignment in a general class discussion.

Distance Learning

1. The instructor may then require students to develop their own thoughts and present them in the form of a VoiceThread assignment or discussion board post and then require peers to comment

constructively on each other's assignments. Example: Students compare and contrast Native North American sociocultural systems.

Typical Out of Class Assignments Reading Assignments

1. Student scholars read the assigned pages from the textbook or lecture notes on the current topic, pre-assess their knowledge (ex. LMS quiz) and come to the next class session prepared to ask questions and discuss the material. 2. Student scholars read an ethnographic article or book chapter, take notes and answer a reflection question for credit as well as in preparation for an in-class discussion activity.

Writing, Problem Solving or Performance

1. After participating in an in-class discussion about the article facilitated by the professor, student scholars will write down their thoughts into a short essay or short answers wherein they discuss how the article relates to the key cultural anthropological topics and concepts they are currently studying. 2. After studying a specific theory, approach or concept, student scholars complete short essay assignments in which they apply what they've learned to a specific example from a list of choices including brief videos, current events or something from their own background or experiences.

Other (Term projects, research papers, portfolios, etc.)

Course Capstone Project—Throughout the semester student scholars work on their own cultural anthropology informed investigation into a cultural topic, issue or event of their own choosing. Student scholars collaborate with the professor and peers to develop relevant ideas and feasible methods. Student scholars then conduct library and/or first-hand data gathering and use approaches and concepts from the course to develop their own anthropological commentary. Final reports are shared with the professor and informally with peers in a variety of possible formats such as research papers, ethnographic videos, websites, original art projects, cultural skill demonstrations, etc.

Required Materials

- An Introduction to Native North America
 - Author: Sutton, Mark
 - Publisher: Allyn and Bacon
 - Publication Date: 2016
 - Text Edition: 5th
 - Classic Textbook?: No
 - OER Link:
 - OER:
- North America Before the European Invasions
 - Author: Kehoe, Alice Beck
 - Publisher: Routledge
 - Publication Date: 2016
 - Text Edition: 2nd
 - Classic Textbook?: No
 - OER Link:
 - OER:
- Thunder Rides a Black Horse: Mescalero Apaches and the Mythic Present

- Author: Farrer, Claire
- Publisher: Waveland Press
- Publication Date: 2010
- Text Edition: 3rd
- Classic Textbook?: No
- OER Link:
- OER:
- An Indigenous Peoples' History of the United States
 - Author: Roxanne Dunbar-Ortiz
 - Publisher: Beacon Press
 - Publication Date: 2015
 - Text Edition: 1st
 - Classic Textbook?: No
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.