

# SYLLABUS

## ANTHROPOLOGY 314 / AMERICAN INDIAN STUDIES 314 INDIANS OF NORTH AMERICA

Fall Semester, 2006

class: 11:00-11:50 am MWF

classroom: 138 / phone-voicemail: 261-6262 / e-mail: rlippi@uwc.edu

office hrs: MWF 8:15-8:45 a.m., TR 8:15-9:45 a.m. You may also drop by when convenient or make an appointment.

Dr. Ronald D. Lippi

office: 143 (inside 140)

### Course Description and Objectives

This course provides an introduction to the development, diversity and current status of Indian (or Native American) cultures of North America. While this "book learning" is very important, it should be supplemented in subsequent years with direct interaction with Native Americans.

Tell me and I'll listen.

Show me and I'll understand.

Involve me and I'll learn.

--Lakota proverb

There is very little Indian literature or oratory in the assigned readings for this course. This is due to lack of time rather than to lack of suitable materials. Students are encouraged to follow up this course with additional reading on Native Americans and especially by Native Americans. Additionally, there may be little or no opportunity to talk directly with Indians in the course; I will, however, show a number of videos in which people from various tribes speak for themselves.

Keep in mind, then, that this course is primarily but not exclusively through the eyes of non-Indian anthropologists and, to a lesser extent, historians. While such scholars typically strive for comprehension rather than judgment of other cultures, their comprehension is often incomplete and it may be partly erroneous or simply at odds with prevailing Indian opinion. Many Indians are wary of outsiders studying them in the same way that any of us would be wary of Yale sociologists or Nigerian anthropologists coming into Wausau and studying us by probing our thoughts and analyzing our behavior. Despite such apprehension, it is clear that there is much to be learned from such studies, which can significantly enhance our appreciation of cultural diversity. Even though there are enormous similarities among all peoples on earth today, there are key differences in values, beliefs, life experiences and cultural practices. One important goal in anthropology is learning how we are all the same, how we are different, and how those differences make peoples' lives meaningful.

This course is a survey of the diversity of aboriginal cultures in the North American culture area, a region of the world which includes the North American continent roughly north of the Tropic of Cancer (excluding most of Mexico) plus the island of Greenland. It does not

include the Hawaiian Islands, whose native inhabitants are distinct from American Indians and form part of Polynesia. The course is divided into three parts: The first begins with a consideration of Indian origins and then moves on to a very brief outline of North American prehistory, the evolution of Indian cultures here, and the impact on those cultures of European expansion. The second and longest part of the course will look at various indigenous cultures from around the time of European contact onward. The final part will consider the contemporary status of North American Indian cultures in relation to the dominant Euro-American society. Specific issues of concern to Native Americans, especially to those of Wisconsin, will be studied.

There is also a more general objective that has less to do with knowledge than with attitudes. Anthropology is a discipline grounded in cultural relativism, which is both an attitude about the relative worthiness of all lifeways of peoples and a value-neutral approach to the understanding of cultures other than one's own. Thus, the other objective is to dispel the stereotypes and caricatures of North American indigenous peoples and to replace those harmful popular images with some understanding of their traditions, beliefs, values and needs. Basic to anthropology and certainly basic to this course is the belief that a good university education must challenge your long-held values and question your opinions. By so doing, students become more open-minded and better critical thinkers (making their opinions, whatever they are, more valuable). Bear with me as I challenge your attitudes; it is a part of my job I take seriously. I do not want or try to put down your own values or culture; rather I try to get you to think about cultures in general and Indian cultures in particular more openly and intelligently and from a solid intellectual base.

**Assigned Readings**

- *This Land Was Theirs: A Study of Native Americans* (8<sup>th</sup> ed.) by Wendell H. Oswalt
- *Lakota of the Rosebud: A Contemporary Ethnography* by Elizabeth S. Grobsmith
- *Dreamers with Power: The Menominee* by George and Louise Spindler
- assigned readings in ANT 314 in library (on reserve at front desk)
- Optional recommended reading: *Bury My Heart at Wounded Knee* by Dee Brown

**Grades**

Quiz 1 (Oct. 4 )	30 points
Mid-Term Exam (Oct. 30 )	100
Quiz 2 (Dec. 6)	30
Journal	40
(9/22, 10/16, 11/3, 11/22, 12/11)	
or Term Paper	
(9/22, 10/25, 11/15, 12/13)	or 50
Final Exam (Dec. 20)	100
<u>Participation/Discretionary</u>	<u>30</u>
TOTAL	330 or 340 points

**Quizzes:** 30 points / 20 minutes / closed notes and closed books

**Exams:** 100 points / mid-term is part take-home and 55 min. in class; final is 2 hr. and possibly part take-home / open notes and handouts (no books or articles allowed)

**Journal/Term Paper:** see separate handout

**Participation/Attendance:** You receive credit for participating in discussion and asking good questions or making good comments in class; you also get credit for being alert and attending regularly and for visiting the professor in his office regarding the course, any problems, academic interests, etc. You lose one point for every day you have an unexcused absence or tardiness. You can also lose points for indications of poor effort. Everyone begins the semester with 15 points and you go up or down from there.

**Office visits:** While you are encouraged to visit the professor in his office anytime he is available during the semester, such visits during the first few weeks of class are often very useful for students. Any student who has a mid-term grade of D+ or lower in the course is required to visit the professor in his office sometime between receiving the mid-term grade and Thanksgiving, or you will be penalized 10 points for the semester.

**Improvement:** Students who show consistent, marked improvement in their scores throughout the semester will have their final grade raised. The amount it is raised depends on the degree of improvement.

**Extra credit:** None; the assigned work is what you need to do.

I use a percentage system as a general guide but also take into account the distribution ("curve") of scores when they are unusually low. The percentage system is the following:

	100-point <u>exam</u>	30-point <u>quiz</u>	40-point <u>journal</u>	50-point <u>term paper</u>
A	100 - 90	30-27	40-36	50-45
B	89 - 80	26-24	35-32	44-40
C	79 - 65	23-20	31-26	39-32
D	64 - 55	19-17	25-22	31-27
F	54 - 0	16- 0	21- 0	26- 0

Plusses and minuses are assigned near the cut-off for each grade (though there are no such grades in the UW Colleges as A+, F+ and F-).

**Attendance Policy** (also see policy on page 5 on missing tests or deadlines)

In my many years of teaching, I have never had a student with poor attendance do well in the course, which suggests that attending class must be very beneficial. Nearly all material presented in class is not found in the assigned readings but is complementary to them. You are solely responsible for information from missed class sessions. Don't ask me for notes; get notes from at least two classmates and then I'll be happy to help with what you don't understand. If you miss class, you are at a disadvantage and will have to deal with it pretty much on your own. If you miss a lot of class, you should drop the course. Tardiness is annoying in that it disrupts class and distracts the other students. Habitual tardiness will not be tolerated.

## **The Anthropology Laboratory**

Just behind your classroom is the Anthropology Lab (room 140), which you are welcome to use during the day as a study area or resource room. There are additional books related to the course.

## **Course Outline and Schedule**

<b>Week</b>	<b>Date</b>	<b>Topics/Tests/Assignments</b>	<b>Assigned Readings</b>
1	9/6	<b>Part I: Cultural Foundations and Contact</b>	
		Introduction	
	9/8	The "Indian" Image	Oswalt ch 1
	9/11	<u>Journal/Term Paper decision</u>	
		The "Indian" Image	
2	9/13	Origins of Native Americans	reading—origin myths
	9/15	Origins of Native Americans	
	9/18	North American Prehistory	
3	9/20	North American Prehistory	Oswalt ch 2
	9/22	<u>Journal 1 due: open topic</u>	
		<u>Term paper topic deadline</u>	
		North American Prehistory	
	9/25	Tribes, Languages and Culture Areas	
4	9/27	European Impact on Indians	readings (2) by Dee Brown
	9/29	European Impact on Indians	
	10/2	European Impact on Indians	
5	10/4	<u>QUIZ 1</u>	<u>[everything through Oct.3]</u>
		<b>Part II: Culture Area Survey</b>	
		Arctic	Oswalt ch 3
	10/6	Arctic	Oswalt ch 4
	10/9	Arctic / Subarctic / Plateau	Oswalt ch 5
6	10/11	Great Plains	begin Grobsmith book
	10/13	Great Plains	
	10/16	<u>Journal 2 due: news report</u>	
		Great Plains	
7	10/18	Great Plains	finish Grobsmith book
	10/20	Great Plains	
	10/23	Northwest Coast	Oswalt ch 9
8	10/25	<u>Term paper book check</u>	
		Northwest Coast	
	10/27	Northwest Coast	
	10/30	<u>MID-TERM EXAM</u>	<u>[everything through Northwest Coast]</u>
9	11/1	Great Basin / California	Oswalt ch 6, 8
	11/3	<u>Journal 3 due: open topic</u>	
		Southwest	Oswalt ch 10
	11/6	Southwest	

10	11/8	Southwest	
	11/10	Southwest	
	11/13	Southwest	Oswalt ch 11
11	11/15	<u>Term paper outline due</u>	begin Spindler book
		Southwest	
	11/17	Northeast	Oswalt ch 12
	11/20	Northeast	
12	11/22	<u>Journal 4 due: library report</u>	
		Northeast	
	11/24	<i>Thanksgiving Break</i>	
	11/27	Northeast	
13	11/29	Northeast	finish Spindler book
	12/1	Northeast	Oswalt ch 13-14
	12/4	Southeast	
14	12/6	<u>QUIZ 2</u>	<u>[everything after Mid-Term exam]</u>
		<b>Part III. Selected Contemporary Issues</b>	
		Sovereignty and Indian Law	
	12/8	Sovereignty and Indian Law	Oswalt ch 15
	12/11	<u>Journal 5 due: open topic</u>	
		Sovereignty and Indian Law	
15	12/13	<u>Term paper due</u>	
		Treaty Rights / Indian Casinos	
	12/15	Relocation and Urban Indians	
F	12/20	<u>FINAL EXAM, 10:30-12:30</u>	<u>[everything after Mid-Term Exam]</u>

### Policy on Missing Tests or Deadlines

There are two premises which have resulted in this policy. First, allowing a student to take a test or turn in an assignment later than the other students is unfair to the other students so there must be a very good reason for it. Secondly, think of school as a job: If you miss an important meeting or other responsibility without a good excuse, you're fired.

1. If you cannot take a quiz or exam or turn in an assignment at the scheduled time because of a moderate or severe illness, injury or family emergency, you will be allowed to make up the work if you notify me by phone, e-mail, or in person **prior** to the scheduled time and if your excuse is deemed acceptable.

2. An acceptable excuse is a signed statement from a physician or written proof of a personal or family crisis (such as an obituary for a death in the family, a police report, a car towing receipt, etc.). I cannot, in fairness to students who are present for tests, simply take someone's word for an excuse; you must present proof. **If you are ill but do not require medical attention, then you are expected to take your test or turn in your assignment at the scheduled time unless it is obvious to me you are really ill and should not be in school.**

3. An emergency can occur on your way to a test (car breakdown or accident) making advance notification impossible. In that case you must notify me as soon as possible and subsequently provide written proof of the mishap.

4. In case of a snowstorm or disaster that makes travel dangerous, students who are out of town will be pardoned individually. If the campus is officially closed because of bad weather (that almost never happens) or for any other reason, no call-ins are necessary.

5. No make-ups or extensions will be given to students who are away on personal business or vacation. Acceptable excuses for planned absences are the following: registering at a 4-year campus, participating in an official UWMC event (ex., soccer game, field trip), military or jury duty, or a funeral of a close relative or friend. Be sure to notify me in advance and present proof.

6. You must make arrangements with me as soon as possible to take a make-up test. If you wait more than a day after you return to campus, I will most likely deny you a make-up or extension. It is your responsibility to contact me, not mine to contact you.

### **Academic Dishonesty**

Students should be familiar with and abide by the UW Colleges regulations on student rights and responsibilities, especially with regard to academic dishonesty. Detailed information can be accessed at the UW Colleges website, which is found at [www.uwc.edu/resources/current.asp#rights](http://www.uwc.edu/resources/current.asp#rights). Any student suspected of cheating in this course will be subject to the prescribed procedure. If you are unsure whether or not an action is allowable, ask the instructor. I sometimes monitor students closely during tests and sometimes am absent from the room. Students are on their honor not to cheat or allow their classmates to cheat; any suspected cheating by a classmate of yours, whether on a test or by way of plagiarism or any other way, should be reported to me at once.

### **Assessment**

A UW Colleges-wide assessment program has been put into place to enhance the quality and effectiveness of the curriculum, programs and services of the institution. The purpose of assessment is to determine how effective our educational program is by trying to measure learning outcomes. This is becoming an increasingly important part of our work, but only targeted courses are assessed each semester and for specific skills and outcomes. This course does not involve an assessment exercise this semester, but you will probably be assessed in another one of your courses.