

SYLLABUS AND POLICY STATEMENT

Anthropology 312: Indians of North America

Fall 2007

Class location: Harrington 124

Class meeting times: Tuesdays and Thursdays, 11:30 – 1 PM

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Office hours: Wednesdays 1 to 2:30 and by appointment

Course Description

This course contains three main objectives. First, the class aims to broaden the students' understanding of the history, cultures, experiences, perspectives and contemporary issues of the indigenous peoples of North America, specifically the United States and Canada. We will discuss how American Indian individuals have responded to social, cultural, political, and economic forces in active and creative ways that have contributed not only to their survival but to the richness and diversity of society. To this end, we will read texts and view films to approach an understanding of Native American experiences and perspectives. The topics that we will explore include North America before European contact and the subsequent effects of that contact. We will also read about and discuss historical and contemporary issues regarding gender, language, race and ethnicity, identity, casino gaming, sovereignty, hunting rights, cultural continuity and change, and more.

Second, the course emphasizes how to approach the study, research, and writing about Native Americans in an ethically responsible, accountable, critical and reflexive manner. These issues arise from a long history of non-Indian mistreatment of American Indians, whether from government officials, scholars, or others. In this respect, we will discuss ways to avoid or reduce the objectification of people in research, writing, discussion, and study. The course will emphasize how to reduce overgeneralization and oversimplification by exploring the diversity and complexity of American Indian perspectives and experiences through texts and films. Throughout the semester, we will also address issues of power, agency, voice, and authority as they pertain to research, reading, writing, and learning about Native American peoples and cultures. We will discuss contemporary controversies such as those regarding tribal gaming and hunting rights in which these same issues become apparent. Many of these topics are highly contentious, and you are encouraged to express your opinion in a manner that is sensitive and respectful to your fellow students and your professor.

Explorations of the above topics and ethical issues will require you to develop your critical and reflexive thinking and apply it to your reading, discussions, and writing. For example, in exploring the history of the indigenous peoples of North America, how do we interpret historical accounts written by non-Indians? What are the strengths and limitations of this information and of our own interpretations of it? To be critical and reflexive, you should not

only consider the strengths and weaknesses of what you are reading, but you should also reflect back on your own position, your background, perspectives, and biases. What aspects about yourself affect the ways that you interpret what you read and how you write? In all your assignments, you will be expected to support your points and arguments with solid and thorough research and evidence. You will also be expected to carefully consider and discuss counter-arguments and views that oppose your own. Such processes show thorough understanding of the material and critical analysis and will strengthen the credibility of your arguments.

The third objective of this course is to acquaint the students with historical and contemporary anthropological theory and methods and how these have shaped research, representation, and learning about American Indians. To this end, we will discuss past and present ways that anthropologists have studied Native American peoples and the ethical issues that have arisen in the process. Our focus will be on ethnographic and ethnohistoric texts, the written products of cultural anthropologists and their research. We will also explore several key anthropological concepts such as participant-observation, cultural relativism, and ethnocentrism that have influenced the research, writing, interpretation, and representation of American Indian peoples, cultures, experiences, and perspectives.

Readings: (Referred to in the syllabus by author's last name)

- Perdue, Theda. *Cherokee Women: Gender and Culture Change, 1700-1835*. 1998. U Nebraska Press.
 Mason, Dale. *Indian Gaming: Tribal Sovereignty and American Politics*. 2000. U Oklahoma Press.
 Wenzel, George. *Animal Rights, Human Rights: Ecology, Economy and Ideology in the Canadian Arctic*. 1991. U Toronto Press.
 Basso, Keith. *Portraits of "The Whiteman."* 1991. Cambridge U Press.

Course Requirements: Your final grade for the course includes the following:

- In-class Essay One: 15%
 In-class Essay Two: 15%
 Debate: 15%
 -Debate Participation
 -Debate Preparation Write-up
 -Debate Questions
 Group Research Project:
 -Individually written, annotated bibliography, research synthesis, peer evaluation: 15%
 -Group presentation: 10%
 Written Assignments: 15%
 -Written Questions for Discussion
 -Other Writing Assignments (to be announced)
 Class Participation: 15%
 -Discussion and Participation
 -Other activities as assigned

Description of Assignments

Some of the assignments are described here to give you an idea of what to expect. More detailed guidelines for particular assignments

will be given at the appropriate time. If you do not understand any of these requirements, please ask. You should keep all assignments and assignment guidelines until the course is over. **All written work must be typed (unless otherwise noted by the professor) or it will not receive credit!**

Discussion Questions:

On certain weeks, you will turn in a **typed** list of three to five questions or comments about the readings assigned for that date (When reading one particular text over several sessions, these questions should cover the reading in that text up to the date on which questions are due).

In this activity, you should pose a question, then explore and discuss it. You should reflect upon the topics and issues of the readings, address content or ideas that you find confusing or unclear, point out what you feel are the strengths and/or weaknesses of the authors' discussions and arguments. Regarding each question, you should write several sentences about why you found this question or issue provocative, interesting, or confusing. In other words, comment on the issues as discussed in the text, then discuss what you think about the topic and how you relate it to your own perspectives and experiences.

A sample question follows:

What is the importance of joking performances among the Apache people? Why is joking about the "Whiteman" dangerous?

Basso talks about social meanings and cultural or interpretive meanings to Apache joking. In one respect, social meanings have to do with how joking performances reveal and shape the joker's relationship to the audience and to the person who acts as the butt of the joke. However, such jokes can be dangerous because if taken seriously a person could take offense, and the relationship could be damaged. I can see similar practices in my own life since people act differently depending on whom they are around. One would not tell certain jokes to someone whom one did not know well.

Group Research Project

Topic: Profile of a Native American Group

For this project, each group will be assigned a particular tribe or nation to research. Your group should cover the culture, language, arts, spirituality, economy, politics, social organization (kinship, gender roles and relations) during the following three periods:

- 1) Prior to European contact
- 2) The colonial era
- 3) The twentieth century

Your group should answer the following questions in regard to the people whom you are researching: What was the impact of European contact on the preceding categories? What challenges does this group face in the contemporary era? What successes have they achieved? You should also include examples of particular individuals, their stories, experiences, and so forth, to demonstrate your answers to these questions.

Please, avoid using the definitive article in reference to the people whom you are discussing (as in "the Native Americans," or "the

Choctaw"). Such terms tend to objectify people and give the impression that there is no diversity in the experiences and perspectives across individuals within a group. Terms such as "Choctaw people," "Ho-chunk individuals," "Seminole tribal members," and other terms better emphasize personhood.

Be sure to include citations in your research summary and in your class presentation, Powerpoint, etc. You must also cite any visuals that you use. You may use MLA, APA, or Chicago Style for your citations and bibliography. However, you must be consistent.

Project: The assignment consists of the following parts (Each student will receive an individual grade for items 1 and 2 below):

1) **Written Assignment:**

A. Bibliography: Each individual in the group must submit an original typed, **annotated** bibliography (MLA, APA, or Chicago format) consisting of a minimum of **three** scholarly sources. At least **two** of these must be published, scholarly books or articles (a chapter in an edited volume counts as one source). Your sources should be recent, published in the year 2000 or later. If you are having trouble finding sources along these guidelines, see me as soon as possible! (I will not be able to help you much the day before the assignment is due!)

One source may be a reputable website (but you do not have to include a website). However, if you choose to include a website, you should evaluate it to make sure it is well researched and reliable. A weak source of any kind weakens your own paper. You should cross-check the information from a website to ensure that it is accurate. Also, you should not rely heavily on a website (this is likely to adversely affect your assignment grade). In general, published scholarly books and articles carry more weight as strong sources for an academic assignment. Nevertheless, examine the bias of every source to understand how this affects its presentation of information.

Students within the group may work together to find these sources, but each student's bibliography must be his or her own original work—no duplication of sources.

B. Research Synthesis: Each individual in the group must submit a typed **five to six page** paper that briefly summarizes the content of each of your sources and discusses how each of them helped you address the information and questions included under the paper's topic listed above.

C. Peer Evaluation: This should consist of a one-page, type-written evaluation of the contributions of the other members of your group to the project. You will not evaluate the presentation itself, only the group work up until that point.

2) **The Group Presentation:**

Use what you have learned through reading your sources to contribute to your group's presentation to the class. Your presentation will be approximately fifteen to twenty minutes long, and each member of the group should participate. You may bring visuals, Powerpoint, or other material to enhance your presentation. Make sure citations appear in your visual presentations for information and images that you acquire from printed and electronic (websites, etc.) sources.

Debates and Write-up:

There will be two class debates, one regarding our text on casino gaming, the other on Inuit hunting and the animal rights movement. In each debate, half the class will participate as debaters, while the other half will contribute questions for the debate much like the discussion questions described above. (Teams will be assigned later.) You will also turn in a written summary of your preparation for debate topics through use of the text and an evaluation of the contributions of the members of your debate team. Outside research is not necessary for these debates, only close reading of the texts and involvement in class discussions. Debate participation, write-up, and questions will each be graded separately. This will be a structured debate in which the teams will be given a question, and then will alternate turns to respond to the question. The same rules of respect and sensitivity to your fellow students and arbiter (professor) apply as they do in discussion. Failure to show such consideration will cause a reduction in your grade. I suggest you start early, manage your time, and be aware of other assignment due dates for which you must plan.

In-Class Essays: These will focus on the information from readings, class lectures, discussions, and films. You will be given a question which you must discuss thoroughly using the material just mentioned. Study the guiding questions listed in the grid portion of the syllabus, and consider which examples you might use to address such questions. The essays will be closed book/notes. You will be required to bring a **blue book** (available at the University Bookstore).

Class Policies

***Special Note:** Because of budget cuts and resulting efforts to reduce the university's use of paper, handouts, assignments, guidelines, and other documents will be distributed to you via the class Desire2Learn (D2L) site as much as possible. Students are responsible for printing out and bringing the appropriate documents to class. For your convenience, I recommend printing out all the available documents at the beginning of the semester, assembling them together like a course pack, and bringing them with you to each class so you will always be prepared. Other documents may be placed on the site later.

You should also check your university email account frequently each week for announcements, documents, and other information from the professor. You will be responsible for keeping up with any information distributed in this manner.

Attendance, Absences, Lateness:

- You are expected to attend every class and to arrive promptly. Late arrivals disrupt the class. After **three** late arrivals, each subsequent late arrival will incur a **1 point deduction from the final course grade.**

- After three absences, each subsequent absence will result in a **2 point deduction from the final course grade.**

Example: Your final course grade is a 60, or a D. If you were absent four times, the fourth absence causes you to lose 2 points. As a result, your final grade would be a 58, or an F.

- It is your responsibility to keep track of your absences and lateness. **Excessive occurrences of either can cause drastic reductions in your final grade.**
- Any out of class conferences, activities, or film screenings will be included in the attendance grade.
- If you must miss a class, you are responsible for getting the assignment guidelines, notes, and any announcements from another student. If you miss a film, you must see it on your own time.
- If you miss a class, you are still responsible for getting guidelines and turning in any assignments on time. **No assignments will be accepted via email, computer disk, or CD unless otherwise noted.** You may turn in work early or have another student deliver it for you.
- Save any absences to use when you are sick, or when you have an emergency. **All absences count towards the number allowed regardless of excuses, including illness and sporting events.** If you find that a chronic problem prevents you from attending class, please discuss it with me. An absence will only be excused if you provide a doctor's note for a medical problem or documentation for other reasons.
- You are expected to stay in class for the full length of each session. Leaving class is only allowed during designated breaks. Since this is also disruptive to the class, leaving early will count against you the same as a late arrival.

Participation:

This class will rely on a great deal of discussion to delve into topics brought up through readings, films, lectures, and other avenues. For this reason, your contributions are very important. Discussions will emphasize the exploration of issues as a class more so than mere quantity of an individual's comments. Your participation will be evaluated on how well you listen to the comments of others and build upon them furthering these investigations for the class as a whole.

Not only do I expect you to make an effort to contribute to class discussions, but I also expect you to be respectful and polite to myself and your fellow students. I encourage you to express your thoughts, but do so in a manner that is sensitive to your fellow classmates. In addition, give others 100 percent of your attention when they are speaking. This means no talking when other students are or the professor is addressing the class, no reading the paper, eating, other disruptive activities, or modes of disattending. Such behavior is distracting to the class and disrespectful to the professor. **Behaviors such as these will count against your participation grade.** You will be responsible for all information that is brought up in discussion as well as lectures. You may bring a drink to class, but **no food while class is in session**, please, unless the professor designates special arrangements.

Handing in Assignments:

•For written assignments, you must turn in a **paper** copy. **No assignments will be accepted via email nor on computer disk or CD.** If you turn in an assignment in this manner (email or disk), **it will be considered late until you turn in a paper copy** to the professor.

•No make-ups will be allowed for in-class work such as writing exercises or small group work.

•**The paper will not be accepted if any of the prior stages of the paper (topic proposal, bibliographies) have not been submitted to and approved by the professor.**

•Format for written assignments:

These guidelines apply to **ALL** written assignments unless otherwise noted by the professor. In general, these guidelines are the same as those expected of any professional academic paper. Other requirements will be discussed when the assignments are given.

Failure to fulfill these specifics will result in deduction from the assignment grade. See the professor if you have any questions about guidelines.

- Neatly typewritten

- Double-spaced

- Single-sided sheets (on University computers you may have to re-set the automatic setting for double-sided printing)**

- Carefully and thoroughly proofread and edited (Careless mistakes and sloppy editing will count against you.)

- Page numbers

- Font - a reasonable size (12 point) and style (such as Times Roman or Helvetica)

- Margins - one inch all around

- Do not include extra line spacing between paragraphs.

- Long quotes of four or more lines should be indented on both sides and single spaced.

*Keep in mind that, while spell-checkers are great, they do not catch everything (read vs. red, for example). You must still proofread carefully yourself.

- For bibliographies and in-text citations, you must follow **APA, MLA, or Chicago** style and must be consistent. If you are not clear on any of the details of this format, do not hesitate to discuss it with me. **No endnotes or footnotes!** Failure to follow appropriate format and/or failure to cite sources properly will cause a reduction in the grade.

Late Assignment Policies:

•Late assignments will incur a percentage point deduction from the grade for that assignment as follows:

- Same day, after class (**regardless of excuses**): 5%

- Each subsequent day late (This includes weekends.): 10%

For example, you turn in an assignment worth a total of 20 points. You receive 18 points or 90%, AB.

However, if you turned it in after class, you would lose 5% or one point for a total of 17 points or 85%, for a grade of B. If you turned it in a day late,

your 18 would be reduced 10% or 2 points for a final grade of 16, 80%, BC. If you turned it in two days late, the score would be reduced by 20% or 4 points, and so on.

•Please, keep in mind that **repeatedly turning in assignments late can cause a serious reduction in your overall course grade.** Late deductions occur in addition to any deductions the assignment itself receives (see example above).

•**Assignments will not be accepted after five days late.** (Keep in mind that at five days late the highest grade an assignment could receive would be a 50% or an F!)

•How late an assignment is will be determined by when the professor receives a paper copy. In other words, if you drop a paper in my box after office hours for the day, it will not be received until the next day and will receive a full day's deduction.

•If you have a chronic problem for which accommodation may be considered, you must discuss this with the professor **before the assignment is due.** If you have not done so, the assignment will be subject to the late policies outlined above.

Other requirements:

You must have access to a computer and university email account.

Scholastic Honesty and Responsibility:

All classwork and written assignments must be your own original work. You may **not** turn in papers you have done for other classes. Collaboration with another student or other individual is only acceptable when specified by the professor (as in designated group work). For example, your research paper must be your own work exclusively. Turning in work that is not your own (such as papers or portions of papers, articles, etc.), or any other form of scholastic dishonesty, such as plagiarism or collusion (unauthorized collaboration), will result in a major course penalty, possibly failure of the course. It will also be reported to the appropriate University administrator and may result in further repercussions for you. If you have any questions about how to appropriately cite and acknowledge sources, or what constitutes plagiarism and/or collusion, see me or the consultants at the University's Writing Center.

Cell Phone Policy:

Turn off or silence all cell phones (and pagers, etc.) before class begins. Excessive interruptions due to cell phone noise will count against you in the same manner as late arrivals.

Disabilities:

If you require any accommodations for a disability, please inform me as soon as possible.

Grading Scale:

The grades conform to the following:

A = 93 - 100%	C = 73 - 77%
AB = 88 - 92%	CD = 68 - 72%
B = 83 - 87%	D = 60 - 67%
BC = 78 - 82%	F = 0 - 59%

To ensure the confidentiality of your grade, I will not discuss it via email or telephone, nor with anyone outside the University, such as your family members.

Grading Criteria:

All assignments will be graded according to their fulfillment of the requirements. All written assignments will be evaluated for content, sufficient research, and well-supported arguments. They will also be assessed according to effective writing organization, clarity of style, conciseness, and careful proofreading. In all assignments requiring use of outside research, you should show appropriate use and acknowledgment of those sources. You should also evaluate these sources for their perspectives on the issues and reliability.

A D may be given when a writer, while demonstrating a general understanding of the topic and concepts, has not fulfilled all parts of the assignment. A paper may also receive a D if the writer does not adequately support the points and argument or if elements of the writing style and/or organization impede the readers' understanding. If you misunderstand the assignment, show little understanding of the necessary concepts, or ignore the technical requirements of topic, length, or format, your paper may receive an **F**. If you need help identifying problems in your writing, consult your professor or the Writing Center.

Contacting the Professor:

I am available at my office during the hours listed above, unless otherwise noted. It is best to call ahead or email me to make sure I am there. You may come by or make an appointment during those times. You may also make an appointment with me outside of those hours if you cannot meet at that time. I am often in my office at times other than my designated office hours, and you are welcome and encouraged to stop by. Email is probably the best way to get in touch with me. I will respond to your messages as quickly as possible. However, do not expect responses to your email in the middle of the night nor at the last minute before an assignment is due.

Inclement Weather: In general, the University does not cancel class for bad weather. However, in the case of any unexpected circumstances that may impact our class meeting, the professor will inform you by email, if possible. If time does not permit this, an announcement will be posted at the classroom door (barring any unforeseen circumstances).

Course Syllabus:

I have arranged this syllabus as a grid for clarity and easy visual reference. First, the topics covered in class are indicated for each section. The left hand column designates the date, the middle column refers to readings assigned for those dates, and the right hand column shows the assignments that are due in class on the corresponding date. Texts and articles are referred to in the syllabus by author's last name. Longer texts are assigned in a manner that will help you keep up with them.

Readings will be discussed on days for which discussion questions are due and also may be discussed whenever they are listed in the

syllabus. Lectures and activities will also be related to these readings. Therefore, it will be beneficial to you to have read the readings assigned for each class meeting and be prepared to discuss them. You should bring the assigned text or article with you because it is likely that we will refer to it during class.

The syllabus is subject to change as deemed necessary by the professor. The student is responsible for keeping track of any changes announced in class or otherwise. You should also bring your syllabus to class each time so you may make note of any changes that arise. If you have any questions, please see me.

SYLLABUS

Date	Readings	Assignments and Activities
Wk 1 Sept 6		Introduction and course overview
	<p>Section 1: European Contact and Impact</p> <p>How did Native American people view the world differently than Europeans?</p> <p>How did these different perspectives create cross-cultural misunderstandings?</p> <p>What were the effects of European contact on indigenous socio-cultural, political, and economic life, gender roles and relations, warfare, ideology, and so on?</p> <p>How did Native American individuals and groups respond to European contact?</p> <p>How do these realities relate to contemporary stereotypes of Native Americans?</p>	
Wk 2 Sept 11	Perdue: Prologue, Introduction, Part 1	Discussion Questions Due
Sept 13		
Wk 3 Sept 18	Perdue, Part 2	Discussion Questions Due
Sept 20		Group film presentations
Wk 4 Sept 25	Perdue, Part 3, Conclusion	Discussion Questions Due
Sept 27		
Wk 5 Oct 2		Group Research Project Presentations
Oct 4		Group Research Project Presentations

	Section 2: Language, Ethnicity, Power, and Identity How do people define who they are? What it means to be Apache? How do power and resistance, culture, history, and social relations affect processes of identity construction and expression? How do people use language and performance to respond to unequal relationships of power?	
Wk 6 Oct 9	Basso - TBA	Discussion Questions Due
Oct 11		
Wk 7 Oct 16	Basso - TBA	Discussion Questions Due
Oct 18		Bring in 2 images (ads, photos, illustrations) with American Indian themes from print media (photocopy o.k., no Internet)
Wk 8 Oct 23		In-Class Essay #1
	Section 3: Sovereignty and Casino Gaming What is sovereignty and its implications for American Indian groups? Why do American Indian tribes, states, and the federal government battle over casino gaming? How and why do other issues such as taxation, criminal jurisdiction, and voting rights surface in debates about the rights of American Indian tribes to conduct casino gaming? What are the historical precedents, legislation, and state by state cases involved in this controversy?	
Oct 25		
Wk 9 Oct 30		
Nov 1	Mason pp. xiii - 145	Discussion Questions Due
Wk 10 Nov 6		TBA
Nov 8		TBA
	Section 4: Sovereignty and Indigenous Hunting Rights How and why has seal hunting become an issue in which tribes, nations, global communities, and activist groups compete? How does Inuit seal hunting represent complex issues of cultural continuity and change? Why are seal hunting, kinship, and sharing important to Inuit survival?	
Wk 11 Nov 13	Mason pp. 145 - 259 Debate 1	Debate write-ups and questions due
Nov 15		

Wk 12 Nov 20	Wenzel - TBA	Discussion Questions Due
Nov 22	Thanksgiving	
Wk 13 Nov 27	Wenzel - TBA Debate 2	Debate write-ups and questions due
Nov 29		
Wk 14 Dec 4		In-class Essay #2
Dec 6		Film: Atanarjuat
Wk 15 Dec 11		Film: Atanarjuat
Dec 13		Feast and Giveaway