

ENVI 310 Indians of North America

Course Purpose: This course introduces students to the Native Peoples of North America from the earliest migrations to the continent to the contemporary period. The course will emphasize an understanding of the major culture areas of Native American peoples and the subsistence strategies they utilized in the various ecological zones of North America. Students will learn about Native American cultures and the ensuing social dynamics of the past 500 years by studying scholarship and literature drawn from native perspectives and from archaeological, ethnohistoric, and ethnographic sources. In addition, students will learn about Native American peoples by considering cultural attributes such as gender systems, subsistence strategies, belief systems, medical/shamanic practices, health and disease patterns, trade relations, and the impact of Old World contact.

Professor: Dr. SM Phillips

Office hours: T&Th 10-11am, and by appt.

Meeting time: M&W 3:30-4:45

Location: Science 173

Required Readings:

Crow Dog, M. *Lakota Woman*, Grove Press; Reprint edition, 2011

O'Neill, C. *Working the Navajo Way: Labor and Culture in the 20th Century*. Univ. Kansas Press, (2005)

Sutton, M. *An Introduction to Native North America*, 4th ed., Prentice Hall; 4th ed., 2011

Trigger, B. *Huron: Farmers of the North*, 1990

Publisher: Wadsworth Publishing; 2nd ed., 1990

Learning Objectives:

LO-1: Use a thematic approach to a particular topic or issue that integrates multiple ways of knowing:

Students will be examining many aspects of Native American cultures throughout this class. This will include scholarly materials that draw from scientific sources such as ecology and archaeology, social science sources such as ethnohistory and ethnography, and Native American perspectives such as literature and historical documents that represent those views.

LO-2: Engage in a project or conduct research that makes use of multiple ways of knowing to address a particular topic or issue:

Students will complete assignments in which they examine ethnohistoric, ethnographic, or archaeological data in the interpretation of Native American cultures.

LO-3: Analyze and write at an advanced level:

Students will interpret and analyze archaeological, ethnohistorical, ecological, and ethnographic data and write essays based on their understanding of Native American cultural systems.

Skill applied learning requirements:

SAL-1: Explicitly demonstrate how the curriculum will develop critical thinking skills:

Students will be presented with interpretations of Native American cultures based on multiple perspectives. In addition, students will acquire scholarly information in which they will interpret aspects of Native American cultural systems in relation to the existing literature. Throughout the course, students will read, write, and discuss aspects of Native American cultures with numerous opportunities to develop their critical thinking skills. (See course assignment descriptions). All of these tasks will develop critical thinking skills around the cultural development of the Native Peoples of North America.

SAL-2: Explicitly demonstrate how the curriculum will develop information literacy skills:

Students will gather archaeological, ethnohistoric, ethnographic, and ecological information from the library and from certified websites for their Contemporary Issues essay.

SAL-3: Include a graded writing component, which whenever possible is developmental:

Students will be writing three essays in this course. All essays will be based on archaeological, ethnohistoric, and/or ethnographic data. Students will read three books (and one text book), complete in-class writings, participate in class discussions, and with feedback from those efforts will write an ethnohistoric/ethnographic essay on a Native American culture. The second essay, "Native American People's Perspective" will reconcile the Native American experience, as voiced from Native Americans, with other scholarly interpretations of those cultures. The third essay will examine contemporary

issues for Native American peoples and how they continue to retain their cultural identities.

SAL-4: Must incorporate opportunities for students to critically read and analyze sophisticated, complex text, and to write intensively:

Students will be reading archaeological, ethnohistoric, and ethnographic interpretations of Native American cultures as well as texts that reflect Native American perspective of their peoples' experiences. (Trigger book, Crow Dog book, Ethnohistory/Ethnography Essay, Native American Perspective Essay). In addition, students will write an essay based on ethnographic data and one based on Native Peoples' views on American Indian culture.

SAL-5: Must include assignments that apply information from within and across various "ways of knowing":

Students will be reading classic literature in ethnography, ethnohistory, and Native American literature, analyzing that data, and considering the development and state of Native American cultures from multiple perspectives.

Semester Schedule

Wk 1: Introductions; Peopling of N. America
1-7 & 1-9 Sutton 1

Wk 2: Impact of Invasion, Disruption, & Perseverance
1-14 No class meeting MLK Jr Observance
1-16 Sutton 2

Wk 3: Tools for Studying Culture
1-21 & 1-23 Trigger 1,2,3,4,5

Wk 4: Huron Ethnography, North East
1-28 & 1-30 Trigger 6,7,8,9,10,11; Sutton 11

Wk 5: Cherokee, Southeast
2-4 & 2-6 Sutton, 12, Paper 1 due

Wk 6: Tecumseh, Finale in the East
2-11 & 2-13 Reading TBA

Wk 7: Into the West, Bloody Roundup
2-18 & 2-20 Reading TBA, Sutton 10

Week 8: Mid-Term Exam
2-25 Review
2-27 Mid-Term Exam

Week 9: Native Accounts of the Indian Experience
3-4 & 3-6 Crow Dog, 1-8

Week 10: Spring Break (3-11 to 3-15)

Week 11: Identity & Survival
3-18 & 3-20 Crow Dog 9-16 & Epilogue; Paper 2 due

Week 12: Cultures of the Southwest
3-25 & 3-27 Sutton 9; O'Neill 1,2,3

Week 13: Navajo & Apache – Resistance & Adaptation
4-1 & 4-3 O'Neill 4,5,6

Week 14: Contemporary Issues for Native Peoples I
4-8 & 4-10 Sutton 13; Paper 3 due

Week 15: Contemporary Issues for Native Peoples II
4-15 & 4-17 Reading TBA

Week 16: Study Week
4-22 & 4-24 Review; Paper 4 due

Wk 17 Final Exam
5-1 Wednesday at 3pm

Class Exercises: In-class exercises will be analytical writing assignments in which students will utilize ethnological concepts and tools to interpret aspects of Native American cultures. Students will consider cultural attributes such as gender systems, subsistence strategies, cosmological systems, medical/shaman practices, trade relations, and the impact of Old World contact.

Exams: There will be two exams during the class, one midterm and one final. These exams will be comprehensive covering all material from the semester - the whole semester for the final exam. You can expect mostly short answer and essay questions on the exam.

Ethnohistoric/Ethnographic Essay: For this essay, students will write an ethnography that explains a Native American cultural system. Please use either the MLA or APA citation style.

Native Peoples' Perspective Essay: For this essay students will examine sources that reflect Native Peoples' views on their culture, identity, and history. Students will contrast the similarities and differences between Native views and the mainstream interpretation

of Native peoples. Please use either the MLA or APA citation style.

Development & Cultural Adaptation Essay: There are numerous examples of disruptions to and eradication of Native American Cultures. In this essay, you will examine the strategies some Native cultures have employed to survive with central aspects of their identity intact.

Contemporary Issues Essay: For this essay students will use current sources (Native American Newspapers, etc.) to write about contemporary issues for Native Peoples and how they continue to sustain their cultures. Please use either the MLA or APA citation style.

Class Discussions: Throughout the semester students will participate in class discussions. Students are expected to come to each class prepared to discuss the assigned material. This grade will be based on frequency and quality of participation throughout the semester.

Assignment	Points
Class Exercises	150
Exams	400
Essays	400
Class Discussion	50
Total	1000

Code of Student Conduct: Academic dishonesty, which includes cheating, plagiarism, and other forms of dishonest or unethical behavior is prohibited. If a student is suspected of academic dishonesty, he/she will be required to meet with the chair of the department and their own academic advisor to determine further action. Please review the University's Academic Dishonesty Policy found in the Student Code of Conduct at <http://web.indstate.edu/sjp/docs/code.pdf>

Attendance: Attendance to this course is mandatory. You are allotted one excused absence, if you miss more than once for any reason, 4% will be deducted from your final grade. If you miss a class because of an emergency you will need to bring a note from your doctor or other responsible person to be able to make up that day's work.

Academic Freedom: Academic Freedom assures that teachers and students can have free expression, fair procedures and equality of treatment. Students and

teachers alike will behave in a responsible manner in the classroom. For more information please refer to http://debs.indstate.edu/a505a24_1952.pdf

Electronic Devices: Please do not use your laptop in this course. Please turn off your cell phone and do not have it in sight during class time and remove earphones and headsets. Texting, playing games, listening to music, etc will result in dismissal from class. Do not record class without my expressed permission. Students who are repeat offenders will be required to meet with the chair of the department and their own academic advisor to determine further action. Please speak with me if you have special circumstances for using electronic devices in class.

Please note that students that repeatedly take out electronic devices in class will have ½ letter grade deducted from their final grade for each occurrence.

Students with Disabilities: The University makes every effort to provide reasonable accommodations, for help or further information please refer to Student Academic Services Center www.indstate.edu/sasc

