

ANTH 176  
**Indians of California**

WSQ4  
Tues/Thurs 12:00-1:15pm  
Final Exam December 16, 9:45-12:00am

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Office hours T/Thr 9:00-10:00 &  
3:00-4:30 or by appointment.  
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**Introduction:**

Traditional approaches to the study of Native California focus on tribal groups, linguistic comparisons, and the Mission period. California Indians are often portrayed as either “backwards” when compared to Native Americans elsewhere, or as benefactors of the Mission system. This course breaks from tradition in several ways. First, we will proceed archaeologically to peel back layers of history to illustrate the sophisticated and highly adapted technology and culture of California peoples. Second, we will investigate and reconstruct native cultures for ourselves through first hand documents, ethnography, and archaeologically recovered data. And third, we will frame the mission period as just one facet of the Spanish colonization agenda of empire building disrupting native cultures, leading to change, and in many cases, genocide. Finally, we will examine how native groups survive today in the face of continual pressures to give up their heritage. Special topics will include folklore, cosmology, shamanism, and technology.

This syllabus provides an overview of the major themes and lecture topics to be addressed during each week of the course. Lectures and readings are intended to be complimentary, although some overlap is inevitable. The syllabus should be viewed as a map of unexplored terrain, with many interesting places to go, not as a road map to a single destination.

I strongly urge you to complete the readings prior to the lectures for any given week. This will better enable you to participate in class discussions and prepare you for Q&A sessions. The chapters and articles in the texts are not long, but are packed with information and should be read thoughtfully. Bring your questions and commentary to class! The various assignments are designed to reinforce key concepts or to provide “hands-on” experiences and insights relevant to actual problems of modern archeology.

**Texts:**

*Lands of Promise and Despair: Chronicles of Early California 1535-1846.* 2001 [LP&D]  
Edited by Rose Marie Beebe and Robert Senkewicz. Heyday Books, Santa Clara.  
This book will serve as a source of translated primary documents.

*Indians of California: The Changing Image.* 1984. James Rawls. University of Oklahoma Press, Norman.  
This book will be our principal text regarding changing approaches to understanding Native California cultures during the historic period.

*Purisimeño Chumash Prehistory.* 1996. Harcourt, Fort Worth.  
This book will serve as a case study in archaeological research of prehistoric California.

**On reserve:**

*California Archaeology.* Coyote Press, 2004. Michael Moratto. Academic Press, Orlando. Reprinted by Coyote Press, Salinas.

Assorted readings and handouts will be distributed in class or be put on reserve in the library for limited circulation. They will otherwise be made available by pdf online.

**Objectives and outcomes:**

- Broad understanding of California environment, native history and the critical issues and problems of evidence.
- Knowledge of scientific methods as applied in archaeology and the techniques used in modern archaeological contexts to generate new knowledge relevant to Native California populations.
- Critical understanding of the major theories and intellectual frameworks concerning human adaptations, technology, subsistence and social interaction.
- Understanding of the political aspects of continuing ethnic and racial oppression of native cultures in California. Attitudes in historical context.
- Knowledge of Spanish, Russian, and Anglo interactions among native groups and native resistance.
- Working knowledge several pre-contact cultures that have been the focus of archaeological research.
- Broad understanding of the Mission system and its impact on Native California cultures.
- Understanding of the important role archaeology plays in modern identity, and political ideology.
- Students will develop critical thinking skills in assessing archaeological evidence.
- Students will become acquainted the laws and issues governing research into the history of Native Californians.
- Students will learn research skills applicable across academic disciplines.
- Students will gain practice forming specific historical questions.
- Students will learn of the interdisciplinary nature of modern archaeology and how they may make a contribution to the field as it relates to native cultures of California

The guiding theme for the semester will be reconstruction and interpretation of cultural histories, historical context, and the differences between “official” histories and Indigenous histories.

Major topics	Readings	Assessment
<b>Week One August 26, 28</b> What is archaeology? What is prehistory? Epistemology. Who are “California Indians” Culture groups	Lands of Promise and Despair, Intro, Section 1 pages 3-15	
<b>Week Two September 2, 4</b> Kenniwick Man NAGPRA Prehistoric California Politics and reconstructing the past. Using primary sources.	<i>Handouts (primary documents: translated)</i> California Archaeology (CA) <u>On Reserve</u> Chapters 1-2, pgs 1-74 Indians of California; Prologue pages 3-23	
<b>Week Three September 9, 11</b> California environment Pre-contact cultures Regional variation Colonization	Lands of Promise and Despair, pgs 27-45 CA chapter 3, pgs 75-88, 109-112.	
<b>Week Four September 16, 18</b> Culture Contact World view/cosmology Folklore	LP&D pages 46-64 Readings on reserve <i>Handouts (primary documents : translated)</i>	<b>Special 1</b>

<b>Week Five September 23, 25</b> Contact episodes Cultural disruption Ethnographic record	LP&D pgs, 85-96 <i>Handouts (documents)</i>	<b>Synthesis 1</b>
<b>Week Six September 30, October 2</b> California tribes: South Language groups Social structure World view/cosmology Missions and Native domination	<i>Handouts (documents)</i> IC chapter 1,2 CA chapter 4, 115-151, 162-165 Readings on reserve	
<b>Week Seven October 7, 9</b> California tribes: Central Missions and Native domination	LP&D 108-149	<b>Mid term Exam</b>
<b>Week Eight October 14, 16</b> California tribes: North	CA chapters 5,6 LP&D 153-185	
<b>Week Nine October 21, 23</b> Resistance and Native identity World view/cosmology Folklore	Readings on reserve	<b>Special 2</b>
<b>Week Ten October 28, 30</b> Exploitation	IC chapters 3-5 pages 69-137	
<b>Week Eleven November 4, 6</b> Resistance and native society	LP&D 235-259, 266-269, 323-328, 366-374	<b>Synthesis 2</b>
<b>Week Twelve November 11, 13</b> Mission system decline Russian California	<b>Note: No class the 11<sup>th</sup> (Veterans Day/campus closed)</b>  LP&D 316-322 Handouts	
<b>Week Thirteen November 18, 20</b> Case study: Chumash Research design/excavation	Purisimeno Chumash History chapters 1-4*	
<b>Week Fourteen November 24, 26</b> Case Study Environment and subsistence	<b>Note: No class 26<sup>th</sup> (Thanksgiving)</b> Purisimeno Chumash History chapters 5-8* Readings on reserve	
<b>Week Fifteen December 2, 4</b> Anglo California Modoc Wars Ishi Social and cultural restructuring	LP&D IC Chapters 6-7 and epilogue pages 137-217	<b>Special 3</b>
<b>Week Sixteen December 9</b> Modern issues Federal recognition or denial Casino politics Reservations in our time Identity preservation	Video: Ishi handout articles	
<b>Final exams week</b>	<b>Final Exam</b>	<b>December 16, 9:45-12:00 am</b>

## **Assessments:**

There will be one intermediate exam and a final exam. Each of the short exams addresses only the material covered since the previous exam. The Final Exam is comprehensive and encompasses the entire course. *Exams are essay-short answer oriented.* **Conceptual understanding and application of knowledge is the principal objective of the course and will be targeted by assessment.** The role of assessment is to provide students with the broadest range of opportunity to demonstrate mastery and competence based on their personal strengths and to reach as many different interests as feasible within the context and constraints of the course. Qualitative and quantitative measures are combined.

Synthesis papers will give students the opportunity to examine individual topics relevant to course material and expose students to important research resources. These facilitate exploring specific areas of interest in greater depth than possible in general classroom context. Synthesis papers are viewed as concise synopses of major topics or archaeological problems, and students will ideally incorporate lecture materials, readings, and their personal knowledge base into the paper. In addition to these assessment tools, there will be several in-class assignments and simulations. These "Special Assignments" will be brief analyses of data, ethnographic case studies, or hands-on activities.

Special 1: Lithic Technology

Special 2: Rock Art, Earth Pigments, and Cosmology

Special 3: Native Foods

I encourage students to meet regularly with me in the preparation of papers as preliminary drafts may be required. In addition to mechanical aspects (spelling, grammar, proper citations, etc) research papers are assessed based on original thinking, conceptual clarity, and accuracy. To the degree that these are subjective categories, they are consistent with the standards of professional peer reviewed journals across disciplines. Obviously, you are not expected to write at the level of professionals, but you can be expected to improve your academic skills repertoire. Papers will not be accepted after the deadline. Assessment of participation is based on discussion, group work, Q&A, and class interaction and completion of assignments and will be scored in 5 pt fractions. It is my goal to involve all students as active learners and my educational philosophy is learner centered. All students bring background knowledge, valuable personal insights, and are capable of contributing fundamentally to the learning of others

*Assignments and various announcements will be available for download from My Faculty Webpage.*  
[http://www.sjsu.edu/faculty\\_and\\_staff/faculty\\_detail.jsp?id=1576](http://www.sjsu.edu/faculty_and_staff/faculty_detail.jsp?id=1576)

Interim exam 70 pts

Final exam 100 pts

Synthesis papers 40 pts each x 2 = 80 pts

Special in-class assignments 10 pts each x 3 =30 pts

Participation 20 pts (incorporated into in-class assignments)

Total: 300 pts

## **Scores:**

**All assignments must be submitted to receive a grade.**

Grades will be based on score percentages. 94-100% 4.0; 88-93% 3.5; 82-87% 3.0; 76-81% 2.5; 70-75% 2.0; 64-69% 1.5; 57-63% 1.0; <56% 0.0

Below are **basic guidelines** for grading. Additional criteria may apply depending on assignments.

**To earn an A:** All assignments must be completed, on time, and demonstrate mastery of conceptual as well as critical content. Assignments will exhibit thoughtful and critical analysis, effort at conceptual synthesis, and originality. Papers will be carefully proofed for grammatical and typographical errors and exhibit exemplary writing appropriate to the discipline. Seminar responsibilities achieved. Assignments must be of consistently high quality in terms of content and execution. Examination will score in the range of 90% and above. Final project completed, original, or innovative.

**To earn a B:** All assignments must be completed, on time, and demonstrate general comprehension of conceptual as well as critical content. Assignments will exhibit thoughtful analysis and effort should be made at conceptual synthesis. Seminar responsibilities achieved. Papers will be carefully proofed for grammatical and typographical errors and exhibit very few writing problems. Assignments must be of good quality in terms of content and conform to standards appropriate to the discipline. Exams may score in the 80% and above range. Final project completed and original or innovative.

**To earn a C:** At least 80% of assignments must be completed, on time, and demonstrate general understanding of critical content. Knowledge of basic conceptual material should be demonstrated. Seminar responsibilities achieved. Assignments will exhibit thoughtful effort with few errors in content. Papers will likely contain grammatical and typographical errors and exhibit general writing problems. Citation standards incorrect. Exams may score in the 75% and above range. Final project completed at average level of competence.

**To earn a D:** Failure to turn in assignments in a timely manner or to complete more than 70% of assignments. Only basic knowledge of conceptual material demonstrated. Critical analysis not exhibited, suggesting minimal effort by student. Assignments lack careful or thoughtful effort and several errors in content. Failure to achieve seminar responsibilities or barely acceptable effort. Minimal engagement in class projects. Papers will likely contain grammatical and typographical errors and exhibit general writing problems. Citation standards ignored. Exams may score below 75% range. Absenteeism evident. Final project completed.

**To earn an F:** Failure to turn in assignments in a timely manner or to complete and submit more than 50% of assignments. Basic knowledge of conceptual material and critical analysis not demonstrated. No evidence of general skills or course content provided. Assignments will exhibit a lack of careful or thoughtful effort and errors will be evident in content. Papers will likely contain grammatical and typographical errors along with general writing problems, especially in word usage. Citation standards incorrect. Exams may score below the 60% range. Final project possibly incomplete or late.

**Grade I:** Special circumstances. Failure to complete and submit better than 50% of assignments. Attendance below acceptable levels. Or, failure to take the final exam. To make up this grade will require an additional project at instructor's discretion.

#### **Standards and Expectations**

**Intentional plagiarism will result in an automatic failing grade. Failure to take the final exam will result in an Incomplete regardless of other completed work.**

#### **Policies:**

- Students will be held to the highest standards of academic integrity and intellectual ethics. The chief product in the social sciences is new knowledge and original thinking. Plagiarism is intellectually dishonest and a form of theft. It will not be tolerated and will be dealt with in accordance with university Academic Integrity Policy.
- Participation is a vital element in a social science environment and attendance is foundational to academic success. Students are expected to attend class. Although no formal role will be taken, attendance will be informally monitored.
- As a courtesy and in respect for fellow students and the instructor please turn off your cell phones.
- Discussions of controversial topics can become emotional. Such discussion demands respect and intellectual honesty toward and between fellow students, instructor, and from instructor toward students.
- Clear criteria for grading will be provided for each assignment format. Feedback to students will be immediate and as detailed as manageable.
- A missed exam may be made-up only if a student provides appropriate documentation for legitimate excuse from scheduled exam dates (funeral, medical emergency, family crisis). *Make-up exams will be by scheduled appointment at the convenience of the instructor. Absolutely no makes-up exams for reasons not governed by university policy. If a student has multiple exams scheduled for the same day*

*consideration will only be given if sufficient advance notice has been given.* Late research papers will be deducted 25pts/week. Late assignments will be reduced by 10%. Quizzes may not be made-up.

- The instructor will make every reasonable effort to provide timely and constructive feedback to students concerning performance throughout the semester, especially on written work.
- The instructor reserves the right to adjust the syllabus, exams, or course content as deemed necessary to facilitate the highest achievement and performance of the class, or to explore timely topics.
- To receive a passing grade for this course you must complete and submit at least half of the assignments and take the final exam.
- Students are encouraged to ask questions before, during, and after class and to take full advantage of scheduled office hours or to make appointments.
- Students who hand in research draft papers for pre-assessment will have the opportunity to make revisions and improvements before final grading.
- Extra credit assignments for this course are discouraged, but possible under special circumstances.

### **Academic Integrity**

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests or quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin a university's reputation and the value of the degrees it offers.

We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Judicial affairs for disciplinary action which could result in suspension or expulsion from San Jose State University.

### **Cheating**

At SJSU, cheating is an act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

Copying in part or in whole from another's test or other evaluation instrument; Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy; Submitting work simultaneously presented in two courses unless this has been approved by the course instructor or by departmental policy; Altering or interfering with grading or grading instructions; Sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

## **Plagiarism**

At SJSU plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another's work, without giving appropriate credit, and representing the product as one's own work; and representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one's own. In written works this may include the over use of quoted materials to build a paper that is otherwise lacking in original content.

## **Add/Drop Policy**

The university has specific procedures for dropping a class. **It is the student's responsibility to make sure classes are dropped. You are able to do this through My SJSU. Navigate to "Self Service>Student center>Drop a class"**  
**Check the schedule and be sure to drop prior to submitting fees to ensue your registration fees are properly assessed.**

Instructors are permitted to drop students who fail to attend the first scheduled class meeting and who fail to inform the instructor prior to the second class meeting of the reason for any absence and their intention to continue in the class. Some instructors will drop students who do not meet the stated course prerequisites. However, they are not required to do so. For students who wish to drop a course **it is the student's responsibility to make sure classes are dropped. For more information about "add" and "drop" deadlines go to:**

**<http://info.sjsu.edu?web-dbgen/narr/soc-fall/rec-2.html>**

## **STUDENTS WITH DISABILITIES**

Any student with a condition or situation that requires special accommodations must make arrangements through the Disability Resource center. This includes learning and physical disabilities that prevent you from fulfilling course requirements under expected conditions. If you feel you have a disability, you must go to the DRC and follow their guidelines in order to receive assistance. I will work with the DRC to assist you based on their recommendations. I am not authorized to make assessments of personal situations regarding disabilities, and request that you prepare well in advance for any special needs you may have, particularly for taking exams. You can find more information on SJSU's policy and the programs available as well as your rights at: <http://www.drc.sjsu.edu/>