Instructor: Dr. Jan English-Lueck
Office Location: Clark Hall 459
Telephone: (408) 924-5347
Email: Jan.English-Lueck@sjsu.edu
Office Hours: Thursday 1:30-4:30; Wednesday 3:00-5:00 pm; or by appt.
Class Days/Time: Monday, Wednesday 1:30-2:45
Classroom: Clark 204
Course Numbers Anthropology 28071

Course Web Page
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page accessible through the Quick Links>Faculty Web Page links on the SJSU home page, http://www.sjsu.edu/people/jan.english-lueck/courses/anth175/. You are responsible for regularly checking with the messaging system through MySJSU using your listed email.

Course Description
This course is a survey of indigenous peoples of the United States Rim from ethnohistorical times to the present. Cultural adaptation, social organization, world view and European contact and cultural portrayal are topics to be discussed. The emphasis is on Western Native North Americans with examples from other Pacific Rim cultures cited to broaden the discussion. Around the Pacific indigenous people struggle with common issues: maintaining identity, retaining land and water rights, becoming just one of many ethnic groups in the modern State. How did Native Americans live at the time of contact? What were the consequences of European contact? This class compares the experiences of Native Americans in Mexico, Canada and the United States. It also places these experience in the context of others across the Pacific—the First Peoples of Russia, China and Japan.
Course Goals and Student Learning Objectives

Students who satisfactorily complete this course will:

1. Identify traditional cultures of native peoples of the North American continent, based on ecologically based culture areas—Northern Mexico, the Southwest, Southeast, Northeast, Prairie/Plains, Great Basin, California, the Northwest Coast, the Arctic and Sub-Arctic, emphasizing the cultures of the western regions.

2. Extrapolate the understanding of contemporary indigenous experience beyond North America by exploring selected cultures from the Pacific Rim.

2. Achieve a basic understanding of the diverse anthropological approaches to issues of Native American ethnology.

3. Consider basic issues of population movement, adaptation, worldview and issues of post-colonial contact.

4. Briefly address the sociopolitical issues of Native Americans and other indigenous peoples in the early 21st century.

Learning Objectives of the Anthropology Department

Knowledge

1. Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution.

2. Awareness of human diversity and the ways humans have categorized diversity.

3. Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline.

4. Knowledge of the history of anthropological thought and its place in modern intellectual history.

5. Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society.

Skills

6. Ability to access various forms of anthropological data and literature.

7. Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.

8. Knowledge of the research methods of the sub-disciplines of anthropology, and the ability to apply appropriate research methods in at least one sub-discipline.

9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.
Professional Values

10. Knowledge of political and ethical implications of social research

Required Texts/Readings

Textbook


Classroom Protocol

**Participation and misc. activities.** Participation in class activities is essential. Exercise and discussion credit will be given each class meeting. Participation will be assessed by giving full credit for active participation, partial credit for passive participation and late entry or exit in an activity, and no credit for non-participation. **TO BE EXCUSED** if you cannot make it to class to participate in the exercise, please leave a "voice mail" or E-mail message THAT day or earlier, giving your name, class and reason for missing the activity. You will receive full credit (E) as long as the reason is significant and the privilege is not abused. Failure to participate might result in a significant loss of overall points.

**Writing fluency.** Often confused with plagiarism, students needs to express themselves fluently and grammatically without excessive quotation. See [http://www.aresearchguide.com/1steps.html](http://www.aresearchguide.com/1steps.html).

**Writing format.** All papers should be typed and fully referenced using the AAA style guides. Number your pages! Writing should be clear and correct. All papers should be proof-read. I suggest reading the draft aloud to catch errors and unwieldy writing. Each assignment uses certain analytical skills and requires comprehension of cultural themes. Accuracy, depth of understanding and effort will all be assessed.

**Late papers or makeup exams.** No late papers will be accepted unless a genuine emergency arrives and the student notifies the professor immediately. **NO EXCEPTIONS.**

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at [http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html). Information about late drop is available at [http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.
Assignments and Grading Policy

Course Assignments

1. Exams:

The course will have three take-home essay exams, including the final. Each exam is worth 100 points.

2. Contact and Consequences Exhibition:

Each student will construct an exhibit poster (on tripartite poster board) on various aspects of the contact experience of an indigenous people of North America (worth 100 points). Topics will be selected to be complementary and not redundant. Class time will be given to share strategies and resources. A written guide will accompany the exhibit explaining the context. References, including relevant URLs, will be an attached appendix. (worth 50 points). Students will be ready to answer any questions about the poster during the class wide exhibition (20 points). Topics will be grouped into teams that shall have a collective Powerpoint or YouTube clip to be displayed on a laptop near the posters (20 points).

3. Participation and Miscellaneous Activities (± 50 pts.)

Participation in class activities, simulations, and a variety of other exercises can be worth more than 100 points. Attendance is highly desirable and participation in class discussions is necessary to understand some issues. Exercise and discussion credit, varying from 5 to 10 points, will be given on days in which such activity is essential. Participation will be assessed by giving full credit for active participation, partial credit for passive participation and late entry or exit in an activity, and no credit for non-participation. TO BE EXCUSED if you cannot make it to class to participate in the exercise, you must leave a voicemail or E-mail message THAT day or earlier, giving your name, class and reason for missing the activity. Verbal messages alone will not be recorded. You will receive full credit (E) as long as the reason is significant and the privilege is not abused. Failure to participate might result in a significant loss of overall points.

University Policies

Academic integrity

Students should know that the University’s Academic Integrity Policy is available at [http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at [http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).
Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

**Marking Criteria**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>&gt;98%</td>
<td>A 94-97, A- 90-93%</td>
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<td>An &quot;A&quot; demonstrates originality, not merely efficient memory, showing active synthesis of information that is self-initiated and not merely presented by the professor. You must address the tasks effectively, shows effective organization and logical argumentation, use clear, appropriate and accurate examples and demonstrate a high level of writing competence and knowledge. Only thoroughly referenced writing can receive an A.</td>
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<tr>
<td>B+</td>
<td>88-89%</td>
<td>B 84-87, B- 80-83%</td>
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<td>A &quot;B&quot; may show a good level of competence and may even reflect exactly what was discussed in class and texts, but does not demonstrate original thinking. Only some tasks are done thoroughly. Work may be generally well organized, use appropriate examples, display facility, with a few gaps, in argumentation, and demonstrate a good level of writing and knowledge.</td>
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<tr>
<td>C+</td>
<td>78-79%</td>
<td>C 74-77, C- 70-73%</td>
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<td>A &quot;C&quot; may show a fair level of competence, but some academic skills will be rudimentary. It will address the task adequately, but only with parts of the task. Work is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriately informal in parts of assignment.</td>
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<tr>
<td>D+</td>
<td>68-69%</td>
<td>D 64-67, D- 60-63, F &lt;60%</td>
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<td>A &quot;D&quot; will demonstrate poor competence with inadequate organization, task and argumentation development and inappropriate examples. It will display difficulty in using adequate academic language and errors in knowledge will be in evidence. A failure will occur only if no effort is made to address the question or topic.</td>
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<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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| 1    | January 27           | Perspectives in the study of indigenous/Native American cultures  
**Read:** Sutton, chapter 1 |
| 2    | February 1,  
February 3 | Perspectives in the study of indigenous/Native American cultures.  
**View Video:** Our spirits don’t speak English  
**Discuss:** Culture, ownership, and responsibility?  
**Surf** the official site of the Hopi Tribe:  
**Read:** Sutton, chapter 13 |
| 3    | February 8,  
February 10  | Historical context for contact in Mexico, the US and Canada  
Syncretism, recontextualizing indigenous knowledge  
**Read:** Sutton, chapter 2 and Champagne, Crum and Dempsey  
(chapters 1-4, 10 in Champagne et al.) |
| 4    | (February 15  
furlough no class),  
February 17 | The Puebloan traditions and the Na-dene in the Southwest (Navajo, Apache)  
**Read:** Sutton, chapter 12 |
| 5    | February 22,  
February 24 | Navajo Weaving, a lesson in cultural adaptation  
Contact Exhibition Preparation Round 1: How do you prepare the public to understand contact?  
[http://www.nmai.si.edu/](http://www.nmai.si.edu/) |
| 6    | March 1, 3          | Legacies from the American Southeast  
**View Video:** We Shall Remain, America through Native Eyes, Trail of Tears  
**Read:** Sutton, chapter 9  
**Exam #1 due** |
| 7    | March 8, 10         | Legacies from the American Northeast  
and the reservation system of the United States  
Reservations and Land Rights continued The Northeast |
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<tr>
<th>Week</th>
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<tr>
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<td>Anthropology and the Iroquois--Reflexivity again</td>
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<td><strong>Read:</strong> Sutton, chapter 11</td>
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<td>8</td>
<td>March 15, March 17</td>
<td>Prairie-Plains, Equestrian Foragers and the Post-Bison Rise of the Ghost Dance</td>
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<td><strong>Read:</strong> Sutton, chapter 10, Kehoe chapters 1-7</td>
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<td>March 22, March 24</td>
<td>The peoples of the Plains and the consequences of the Ghost Dance</td>
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<td><strong>View Video:</strong> The West, The Ghost Dance</td>
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<td><strong>Read:</strong> Kehoe chapters 8-11</td>
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<td>9</td>
<td>March 30- April 1</td>
<td>Spring Break</td>
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<td>10</td>
<td>April 5, 7 (furlough April 8)</td>
<td>California, Layers of Diversity</td>
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<td><strong>View Video:</strong> Ishi</td>
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<td><strong>Read:</strong> Sutton, chapter 8</td>
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<td><strong>Exam #2 due</strong></td>
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<tr>
<td>11</td>
<td>April 12, 14</td>
<td>Museum Ethics and Representation</td>
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|      |      | **Surf:** IndiVisible (an online exhibit of the National Museum of the American Indian)  
http://www.nmai.si.edu/subpage.cfm?subpage=exhibitions&second=dc&third=current |
| 12   | April 19, 21 | The Arctic and Sub-Arctic: American, Russian and Japanese |
|      |      | **Read:** Sutton, chapter 3, 4 |
| 13   | April 27, 29 | **Contact and Consequences Exhibition**  
(preparation April 27, execution, April 29) |
| 14   | May 3, 5 (furlough May 6) | The First peoples of Canada  
Northwest Coast peoples: US and Canadian cases |
<p>|      |      | <strong>Read:</strong> Voyageur and McCormack (Champagne chapters 6, 9) |
| 15   | May 10, 12 | Polynesians imbedded in complex States: Maori and Hawaiian perspectives |</p>
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<td><strong>View Video:</strong> Act of War: The overthrow of the Hawaiian nation</td>
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<td>16</td>
<td>May 17</td>
<td>Revisiting contemporary issues</td>
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<td><strong>Read:</strong> Tedlock (Champagne chapter 11)</td>
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<tr>
<td>Final</td>
<td>Friday</td>
<td><strong>Final due Clark 459, by noon.</strong></td>
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<tr>
<td>Exam</td>
<td>May 21</td>
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