**ANTH 164:**
Native North America
Spring 2012, Section 1
San José State University
Department of Anthropology, College of Social Sciences

(Boston Children’s Museum)

**Professor:** Ninian Stein  
**Office Location:** Clark 404-L  
**Telephone:** (408) 924-5732  
**Email:** Ninian.Stein@sjsu.edu  
**Office Hours:** Monday from 12:30 to 2:00 PM and 6:30 to 8 PM (drop in), Wednesday from 12:30 to 2:30 PM (by appointment), and other times during the week by arrangement.

**Class Days/Time:** Mondays and Wednesdays from 10:30 AM to 11:45 AM  
**Classroom:** WSQ 004  
**Prerequisites:** Prerequisite: Upper Division Standing

**Course Website:**
The up to date course schedule for this class including reading assignments and announcements for this course will be available online on the course website at: [https://sjsu.desire2learn.com/](https://sjsu.desire2learn.com/). Your username is firstname.lastname and your password should start as your nine-digit student id number. You are responsible for regularly checking this website for changes to the course assignments.

**COURSE CATALOG DESCRIPTIONS**

- ANTH 164: Archaeology and prehistory of North American cultures. Prehistoric culture areas and relationships between them; development of complex societies; and relationships to historic societies.
- ANTH 175: Survey of indigenous peoples of the Pacific Rim from ethnohistorical times to the present. Cultural adaptation, social organization, world view, intercultural contact and cultural portrayal.
- This course will represent a combination of ANTH 164 and ANTH 175.
COURSE AIMS AND OBJECTIVES

The goals of this course are to introduce students to Native North American cultures from prehistory through ethnohistoric times to the present. The diversity of Native American cultures and adaptations will be explored across the continent with special emphasis on Pacific Rim communities. For prehistory, environment, subsistence, and social complexity will be important themes. We will consider cultural adaptation, social organization, world view, intercultural contact and cultural portrayal of Native American communities. Following contact with Europeans, central themes for this semester will be land claims and environmental justice.

From the earliest written texts to the latest efforts to drill in the Arctic, European visitors to the New World and their descendants have considered it a place of abundant natural resources. In many cases, those visitors and later permanent settlers set out to claim the abundance they perceived, regardless of whether those resources were already in use by Native peoples. This course also looks at the history of interactions between Native Americans, colonists, and the environmental resources around them including mapping. A map can be a guide in a ‘wilderness’ or a way of staking a claim to a place, maps can document ‘reality’ or they can document people’s dreams of a given landscape.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, a student should be able to:

• demonstrate an understanding of the diversity of cultural and environmental adaptations in Native North America across the continent over time
• explain the concepts of indigenous knowledge and environmental justice as related to Native American communities in North America
• appreciate California prehistory, ethnography and landscape interactions
• name what Native Americans ate across the country, how they acquired their food, and how knowledge of past diets can be helpful today
• identify basic principles in archaeology and anthropology
• discuss collaborative anthropological and archaeological research and research design with Native American communities
• apply a scientific approach to answering questions about Native North America

DEPARTMENT OF ANTHROPOLOGY OBJECTIVES:

• Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution.
• Awareness of human diversity and the ways humans have categorized diversity.
• Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline.
• Knowledge of the history of anthropological thought and its place in modern intellectual history.
• Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society.
• Ability to access various forms of anthropological data and literature.
• Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.
• 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.
• Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.
• Knowledge of political and ethical implications of social research.

Required Texts/Readings

Copies of all required books will be placed on reserve at the SJSU Library and are also available for purchase through the SJSU Bookstore and online.


• Course reader available in print from Maple Press and/or as a set of .pdf files from the professor.

Recommended Texts/Readings


• Recommended readings in the course reader available in print from Maple Press and/or as a set of .pdf files from the professor.
Course Requirements

The only course pre-requisite is upper division standing. An introductory anthropology, history, or environmental studies course might be helpful to the student, but is not required. All readings are to be prepared before the class for which they are listed. Coming to each class and section prepared to discuss the assigned readings is essential to success in this course. Also essential are completing the short commentary and the two short paper assignments (3 pages) and the final paper (10 pages double-spaced). The final paper grade will be based on four segments: first a one page proposal, second a bibliography, third a presentation of your research and fourth the paper itself.

In this course, you will be asked to write one 10 page (double-spaced) case study paper on a topic of interest to you that relates to the anthropology, archaeology or environment of Native North America. Brief presentations of your research will be made to the class during one of the final four class meetings. The final papers are due no later than Friday, May 18th at 9:45 AM. Guidelines on formats will be distributed later in the semester.

In addition, you will serve as a commentator for a discussion. This will consist of writing a 3 page (double spaced) critical essay or commentary on the readings for that lecture, in which you offer comments, raise questions, suggest further lines of inquiry or relate the topic to your own research or experiences. In class, you will then be asked to summarize not read your comments for the class and raise questions to facilitate class discussion. A list of questions does not count toward your 3-page paper limit so incorporate questions into your paper (and feel free to make yourself a separate list of questions to consult in class.) Written commentaries should be brought to the class in which they are discussed and turned in at the end of the class period.

Class meetings will begin either with a short quiz or a 5-minute in-class writing exercise and either partner or small group discussion of the results. These exercises and quizzes will count toward the class participation grade and will be collected at the end of each class. The quizzes and writing exercises are intended to provide ongoing feedback on course progress for students as well as encourage completion of readings and attendance.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>1 Short Paper Assignment</td>
<td>10</td>
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<td>1 Commentary (Written and Oral)</td>
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<td>Midterm Exam</td>
<td>15</td>
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<td>Final Paper or Project</td>
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<td>(Proposal 5, Bibliography 5, Final Presentation 5)</td>
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<tr>
<td>Final Exam</td>
<td>10</td>
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<tr>
<td>Effective Participation, Writing Exercises and Quizzes</td>
<td>30</td>
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<tr>
<td>Total Possible:</td>
<td><strong>105</strong></td>
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Grades will be based on the percentage of 105 points earned. 100-105= A+, 95-100=A, 90-94=A-, B+=86-89, B=80-84, C+=79-76, C=75, C-=70-74, 69-66=D+, 65=D, 60-64=D-. All grades below 60 are considered failing and will receive the grade of F. Incompletes are given only through written contract between student and faculty member.
Grading Policy

Participation grades are based on the following indicators:

- Student speaking to and interacting with partner on topic during partner exercises
- Student speaking to and interacting with other students on topic during small group exercises
- Student speaking and listening appropriately in full class discussions
- Submitted writing exercises (graded on a √- through √++ scale)
- Submitted quizzes
- Writing exercises submitted for excused absences
- At the discretion of the instructor extra participation credits may be made available to the whole class for optional attendance at content-relevant campus or local events

Grading rubrics for the short paper and commentary, final paper, midterm exam and exercises will be made available as the semester progresses.

To receive a passing grade in this course, students must complete and submit at least 2/3 of the assignments with sufficient scores and complete both the Final Paper and the Final Exam.

CLASSROOM PROTOCOL

- Student participation in class discussions and group work is an essential component of your final grade
- The last day of classes is the last day to submit all assignments except final exams or final papers.
- Missed exams may be made up only if a student provides appropriate documentation for legitimate cause for missing scheduled exam dates (funeral, medical emergency, family crisis; per university policy). Absolutely no make-up will be given for reasons of course overloads, or personal time. Make-up exams will be by scheduled appointment in my office and will include an oral discussion section.
- Final Exam dates are assigned by the university and so are not changeable
- You may not leave the room during an exam. The instructor will interpret this as a completed exam and it will be collected without further opportunity to continue.
- Laptop policy: laptops may only be used by permission of the instructor and only for note-taking activities.
- All lectures are copyrighted. The use of recording equipment of any kind; tape, film, or digital, is forbidden without written consent from the instructor. This is not usually a problem. Students must agree not to use lectures in unauthorized formats or non-educational purposes.
- All course materials are copyrighted. Students may not post course materials including assignments, handouts, quizzes, exams or other written documents to the web without written permission from the instructor.
- Please turn off your cell phones before entering the classroom.
- Please notify the instructor before the start of class time if a family emergency requires you to leave on and answer your cell phone during class time.
- This class has a no texting and no cell phone use during class time policy, if I observe texting or cell phone use during class time I will import a cellphone/internet block for the classroom.
- Non-emergency cell phone use during class will count against your participation grade.
Absence Policy:
If you are unable to attend class due to illness or family emergency, please email me at your earliest convenience to let me know so I can mark you down as an excused absence. To receive participation credit for a class missed due to illness or emergency, please email me your five-minute writing exercise on the readings assigned for that class. A doctor’s note will not be required as proof of illness, instead please be courteous to your classmates and do not come to class if you are not feeling well.

Participation is a substantial portion of your final course grade and students in my classes have failed due to not participating in enough class meetings. I consider more than 2 unexcused absences or 3 excused absences in a semester to be a significant cause for concern and would ask you to come meet with me during office hours to discuss your absences and course material you may have missed.

Saturday Field Trip
This class will include one Saturday field trip that might replace class on a day to be announced (reading assignments would still be due). An alternative exercise will be made available for students unable to attend the field trip. All students attending the field trip will need to sign the appropriate waiver. To receive credit for attending the field trip or the alternative exercise, students will need to submit either a completed field trip or exercise form.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at: http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latelate/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

University Policies
Academic integrity
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires 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 Student Conduct and Ethical Development website is available at 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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 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 Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 122. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

**Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at http://www.sjsu.edu/larc/.

**SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from
each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The **Writing Center website** is located at http://www.sjsu.edu/writingcenter/about/staff/.

**Peer Mentor Center**

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The **Peer Mentor Center website** is located at [http://www.sjsu.edu/muse/peermentor/](http://www.sjsu.edu/muse/peermentor/)
F88-10 ACADEMIC DISHONESTY; CHEATING, PLAGIARISM, SANCTIONS

From the San Jose State University
F88-10 ACADEMIC DISHONESTY; CHEATING, PLAGIARISM, SANCTIONS
(Available online at: http://www.sjsu.edu/senate/f88-10.htm)

“1.0 DEFINITIONS OF ACADEMIC DISHONESTY:

1.1 CHEATING:
At SJSU, cheating is the 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:

1.1.1 Copying, in part or in whole, from another's test or other evaluation instrument;
1.1.2 Submitting work previously presented in another course, if contrary to the rules of either course;
1.1.3 Using or consulting during an examination sources or materials not authorized by the instructor;
1.1.4 Altering or interfering with grading or grading instructions;
1.1.5 Sitting for an examination by a surrogate, or as a surrogate;
1.1.6 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.

1.2 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:

1.2.1 The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work; and
1.2.2 Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawings, sculptures or similar works as one's own.”
# ANTH 164 Course Schedule

*Please note that this schedule is subject to change with fair notice. Changes will be posted to the course website.*

### Table 1 Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Readings are to be completed before coming to class on the day assigned</td>
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<tr>
<td></td>
<td>Week of 1/25/12 Introduction to course</td>
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<td></td>
<td>2. “Principles of Archaeology” (in reading packet)</td>
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<td>2</td>
<td>1/30/12 Introduction to Anthropology and Archaeology</td>
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<td>Required:</td>
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<td></td>
<td>1. <em>American Pentimento</em> Introduction</td>
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<td></td>
<td>2. <em>Maps and Dreams</em> Introduction and Preface</td>
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<tr>
<td>2/1/12</td>
<td><strong>Homeland</strong> Introduction to Environmental Justice and Food Justice</td>
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<td>Required:</td>
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<td>2. Johnston “Anthropology and Environmental Justice” (in reading packet)</td>
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<td></td>
<td>3. Principles of Environmental Justice (in reading packet) also online at: <a href="http://www.ejrc.cau.edu/princej.html">http://www.ejrc.cau.edu/princej.html</a></td>
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<td>Recommended</td>
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<td></td>
<td>1. <em>Renewing America’s Food Traditions</em> Introduction and Forward (in reading packet)</td>
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<td>3</td>
<td>2/6/12 Syllabus Quiz and Environmental Justice Discussion</td>
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<td>Required:</td>
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<td></td>
<td>1. American Pentimento Chapters 1 and 2</td>
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<td>2. <em>Maps and Dreams</em> Chapter 1</td>
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<td>3. Prepare for the Syllabus Quiz (in class on 2/6/12)</td>
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<td>Recommended</td>
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<td></td>
<td>1. Bullard <em>Quest for Environmental Justice</em> (in reading packet)</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Readings, Assignments, Deadlines</td>
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|      | 2/8/12 | **Peopling of the Americas**  
Required:  
1. Fagan Preface and Chapter 1  
2. *Maps and Dreams* Chapter 2  
Recommended:  
1. Fagan *Ancient North Americans* Chapter 4 or Sutton Ch 1  
2. To Be Announced |
| 4    | 2/13/12| **After Clovis**  
Required:  
1. Fagan Chapter 2  
2. Brody *Maps and Dreams* Chapter 3  
3. Coda on Indigenous Knowledge from *Tending the Wild* (in reading packet)  
Recommended:  
1. Fagan *Ancient North Americans* Chapters 5 and 6  
2. To Be Announced |
|      | 2/15/12| **The Far North: West to East**  
Required  
1. Fagan Chapter 3  
2. Brody *Maps and Dreams* Chapter 4  
Recommended:  
1. Fagan *Ancient North Americans* Chapters 8 and 9 or Sutton 3 |
|      | 2/17/12| **Paper 1 Due by 5 PM**  
Please submit through D2L Dropbox |
| 5    | 2/20/12| **Foraging the West Coast**  
Required  
1. Fagan Chapter 4  
2. Working Landscapes article (in Reading Packet)  
3. Excerpt from *Abalone Tales* (in Reading Packet)  
Recommended:  
1. Fagan *Ancient North Americans* Chapter 10 or Sutton Ch 8  
2. *Renewing America’s Food Traditions* Ch 1: Acorn Nation  
3. *Renewing America’s Food Traditions* Ch 12: Salmon Nation |
|      | 2/22/12| **Before The Pueblos**  
Required reading for this class is on the next page |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td></td>
<td>2/22/12</td>
<td>Required</td>
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<tr>
<td></td>
<td></td>
<td>1. Fagan Chapter 5</td>
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<td>2. Basso “Wisdom Sits in Places” from <em>Senses of Place</em> (in Reading Packet)</td>
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<td></td>
<td></td>
<td>1. Fagan <em>Ancient North Americans</em> Ch 13 and 14 or Sutton Ch 9</td>
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<td>2. <em>Renewing America’s Food Traditions</em> Chapter 4: Chile Pepper Nation</td>
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<td>6</td>
<td>2/27/12</td>
<td><strong>Discussion on Gender in Native North America</strong></td>
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<td>1. Excerpts from <em>the Changing Ones</em> (in reading packet)</td>
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<td>2. Excerpts from <em>What This Awl Means</em> (in reading packet)</td>
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<td>2/29/12</td>
<td><strong>People of the Plains</strong></td>
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<td>1. Fagan Chapter 6</td>
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<td>2. <em>Maps and Dreams</em> Chapters 5 and 6</td>
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<td>3. Chapter on the Cheyenne from <em>Social Change and Cultural Continuity</em> (in reading packet)</td>
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<td></td>
<td>1. Fagan <em>Ancient North Americans</em> Chapter 7 or Sutton Ch 10</td>
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<td>3. <em>Renewing America’s Food Traditions</em> Chapter 2: Bison Nation and Chapter 10: Moose Nation</td>
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<td>Friday</td>
<td>3/2/12</td>
<td>Final Paper 1 Page Proposal Due by 5 PM</td>
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<td>Please submit through D2L Dropbox</td>
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<td>7</td>
<td>3/5/12</td>
<td><strong>The Eastern Woodlands</strong></td>
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<td>1. Fagan Chapter 7</td>
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<td>2. <em>Maps and Dreams</em> Chapters 7-9</td>
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<td>1. Fagan <em>Ancient North Americans</em> Ch 16-17 or Sutton Ch 12</td>
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<td>2. <em>Renewing America’s Food Traditions</em> Ch 3: Chestnut Nation and Chapter 13: Wild Rice Nation</td>
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<td>3/7/12</td>
<td><strong>The Far North: Norton, Dorset and Thule</strong></td>
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<td>1. Fagan Chapter 8</td>
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<td>2. “Culture, Differentiation and Social Change in Tlingit Society” <em>Social Change and Cultural Continuity</em> (in packet)</td>
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<td>Recommended</td>
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<td>Week</td>
<td>Date</td>
<td>Readings, Assignments, Deadlines</td>
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| 8    | 3/12/12  | **The West Coast: Not a Garden of Eden**  
Required  
1. Fagan *Ancient North Americans* Chapter 9 or Sutton Ch 4  
2. *Renewing America’s Food Traditions* Ch 12: Salmon Nation  
| 8    | 3/14/12  | **The Southwest: Villages and Pueblos**  
Required  
1. Fagan Chapter 9  
2. Excerpt from *Tending the Wild* (in reading packet)  
3. *Archaeology of North America* Chapter (in reading packet)  
Recommended  
1. Fagan *Ancient North Americans* Ch 11-12 or Sutton Ch 6-7  
2. *Renewing America’s Food Traditions* Ch 1: Acorn Nation  
| 9    | 3/19/12  | **The Eastern Woodlands: Moundbuilders**  
Required  
1. Study for the Midterm Exam  
2. Fagan Chapter 11  
Recommended  
1. Fagan *Ancient North Americans* Chapters 18-19  
2. *Renewing America’s Food Traditions* Ch 6: Cornbread Nation and Ch 7: Crabcake Nation  
| 9    | 3/21/12  | Midterm Exam  
| 10   | 3/26/12  | March Break  
No classes this week  
| 12   | 4/2/12   | **The Mississippian**  
Required  
1. Fagan Chapter 12  
2. Feder *Frauds, Myths and Mysteries: Science and Pseudoscience in Archaeology* “Myth of the Moundbuilders” (in packet)  
Recommended  
1. Fagan *Ancient North Americans* Chapter 20  
2. *Renewing America’s Food Traditions* Ch 8: Gumbo Nation  

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<th>Week</th>
<th>Date</th>
<th>Readings, Assignments, Deadlines</th>
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<tr>
<td></td>
<td>4/7/12</td>
<td><strong>Saturday Field Trip Possible Day #1</strong>&lt;br&gt;Meet at Field Trip Site&lt;br&gt;(Substitution for class on date to be announced)</td>
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<td>4/9/12</td>
<td><strong>Contact and Beyond</strong>&lt;br&gt;Required 1. Fagan Chapter 14&lt;br&gt;2. Silliman “Landscaes of Contact” (in reading packet)&lt;br&gt;Recommended 1. Fagan <em>Ancient North Americans</em> Chapter 22 or Sutton Ch 2&lt;br&gt;2. To Be Announced</td>
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<td>4/11/12</td>
<td><strong>Discussion on Hunters and Colonial Myths</strong>&lt;br&gt;Required 1. <em>American Pentimento</em> Chapter 3&lt;br&gt;2. <em>Maps and Dreams</em> review Chapter 4 and read Chapter 10</td>
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<td>4/13/12</td>
<td><strong>Final Paper Preliminary Bibliography</strong>&lt;br&gt;Due by 5 PM Clark Hall room 404-L&lt;br&gt;Email submissions accepted</td>
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<td>4/16/12</td>
<td><strong>American Pentimento</strong>&lt;br&gt;Required 1. <em>American Pentimento</em> Chapters 4 and 5</td>
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<td>4/18/12</td>
<td><strong>American Pentimento</strong>&lt;br&gt;Required 1. <em>American Pentimento</em> Chapters 6 and 7</td>
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<td>4/23/12</td>
<td><strong>American Pentimento and Field Trip</strong>&lt;br&gt;Required 1. <em>American Pentimento</em> Chapters 8 and 9&lt;br&gt;<strong>Field Trip—</strong> Meet at 9:20 AM at Coyote Hills Regional Park</td>
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| 15   | 4/25/12  | **American Pentimento**  
Required  
1. *American Pentimento* Chapter 10 and Conclusion  
2. *Maps and Dreams* Chapter 11 and 12 |
| 15   | 4/30/12  | **Presence and Persistence, Continuity and Change**  
Required  
1. Excerpt from *Continuity and Change* (in reading packet)  
2. Introduction *Presence and Persistence* (in reading packet)  
3. *Maps and Dreams* Chapter 13 |
| 16   | 5/2/12   | **Return to Environmental Justice Issues**  
Required  
1. Rechtschaffen et al *Environmental Justice: Law, Policy and Regulation.* “American Indians and EJ” (in reading packet)  
2. *Maps and Dreams* Chapter 14  
3. LaDuke, Winona “A Society Based on Conquest Cannot Be Sustained: Native Peoples and the Environmental Crisis” *Toxic Struggles.* (in reading packet)  
Recommended Excerpt *When Lighting Strikes* (in reading packet) |
|      | 5/5/12   | **Saturday Field Trip Possible Day #2**  
Meet at Field Trip Site  
(substitution for class on date to be announced) |
| 16   | 5/07/12  | **Final Presentations 1**  
Required  
1. *Maps and Dreams* Chapter 15 |
| 16   | 5/09/12  | **Final Presentations 2**  
Required  
1. *Maps and Dreams* Chapter 16 |
| 17   | 5/14/12  | **Final Presentations 3 and Class Potluck Lunch**  
Required  
2. *The Earth Knows My Name* (excerpt in reading packet) |
|      | **Final Paper & Exam** | Final papers are due and there will also be a summative final exam during the final exam. Please submit final papers on D2L.  
**Friday, May 18 9:45-12:00** |