

**San José State University  
College of Social Sciences  
Anthropology 176, Indians of California, Section 1, Fall  
2012**

**Instructor:** Dr. Charlotte Sunseri  
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**Office Hours:** T/Th 12:00-1:30, 2:45-3:45, or by appt.

**Class Days/Time:** Tuesday, Thursday 9:00AM - 10:15AM  
**Classroom:** WSQ 004  
**Prerequisites:** ~~Students must have completed~~ 100W successfully

**Course Description**

Catalogue Description: Native Californian cultures as they functioned before white contact, emphasizing ecological, sociopolitical and religious interrelationships and historic culture change. Ethnographic, archaeological and documentary sources.

This course will introduce students to the diversity of native cultures throughout California and to the range of impacts from the historical era. Major themes of the class include discussion of ethics and the politics of anthropology in California since Kroeber; the historical impacts of the mission system, Gold Rush, and fur trade; modern struggles for federal recognition and tribal sovereignty; and Native California resistance and survival. The persistence of communities from the Nineteenth Century through today, and the social issues faced by today's communities, will be highlighted.

**Course Goals and Student Learning Objectives**

**Course Content Learning Outcomes**

Upon successful completion of this course, students will be able to:

LO1 Discuss human diversity in the California Native experience as viewed by historical archaeological and anthropological perspectives

LO2 Identify importance and value of the history of anthropological thought, anthropological knowledge in contemporary society, and have the ability to apply it to social issues.

### **Required Texts/Readings**

#### **Textbook**

Field, Les. *Abalone Tales: Collaborative Explorations of Sovereignty and Identity in Native California*. 2008. Duke University Press. ISBN: 0822342332

Lightfoot, Kent. *Indians, Missionaries, and Merchants: The Legacy of Colonial Encounters on the California Frontiers*. 2006. University of California Press. ISBN: 0520249984.

Platt, Tony. *Grave Matters: Excavating California's Buried Past*. 2011. Heyday Books. ISBN-13: 9781597141628.

#### **Other Readings**

Supplementary course readings or handouts in PDF format. Available by email from instructor during the first week of the course.

### **Classroom Protocol**

- 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, informal attendance records will be monitored.
- Students are encouraged to ask questions before, during, and after class and to take full advantage of scheduled office hours or to make appointments.
- As a courtesy and in respect for fellow students and instructor please turn off your cell phones and other electronics. Computers may be used only for note taking—please refrain from emailing, chatting, or looking at websites while in class. If you must attend to a phone message or call, then please leave the room.

### **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](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/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](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

## Assignments and Grading Policy

Students will be evaluated on the basis of:

1) *Native California news updates*. Each student will be assigned to a team which will report to the class about news in the Native California community for a week. News updates will be delivered to the class in a 10-15 minute presentation/discussion each Tuesday and will be written up for the instructor in a half-page summary (only one summary due per team). The write-up is due the day of the classroom presentation, and is meant to identify the news story and the source (internet, newspaper, personal communication). **(5 points total)**.

2) *Group Discussions*: For each of the five major topics for this class (Parts I-V), a group discussion is scheduled to debate the major issues and readings. Attendance and active participation in these discussions contributes to the grade for this portion. **(25 points total)**.

3) *Essays*: After each topic in this course (Parts I-V) and the group discussion on that topic, an essay will be assigned in class. Students will generally have about a week to prepare an essay based on a written prompt. These essays will be 2-3 pages single spaced, must reference all relevant materials from class (lectures, guest discussions, films, and readings) in a formal bibliography, contain a thesis statement and main argument, and may include personal opinion where appropriate. More information will be given one week prior to each due date and no late essays will be accepted. **(50 points total)**.

4) *Applied Anthropology Project: Gathering documentation for federal recognition case*. You will participate in a class-wide term project to be conducted in teams. Teams will be assigned randomly by the instructor. This project will involve collection of documentation needed in an actual petition for federal recognition by a Native American community, and may involve archival research, library research, census and genealogy studies, and semester-long communications with the community. All progress on the project must be documented for this project, and involve professional and respectful engagement with the community. Milestones and products will be assigned throughout the semester, and the project will involve both in-class and take-home activities **(20 points total)**.

Below are basic guidelines for grading. Additional criteria may apply depending on assignments. Letter grades will be assigned based on score percentages, as follows.

### Grading Distribution

A+ >98, A 94-97, A- 90-93 %

B+ 88-89, B 84-87, B- 80-83%

C+ 78-79, C 74-77, C- 70-73%

D+ 68-69, D 63-67, F <63%

## 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.
- Clear criteria for grading will be provided for each assignment format. Feedback to students will be immediate and as detailed as manageable. The instructor will make every reasonable effort to provide timely and constructive feedback to students concerning performance throughout the semester, especially on written work.
- Assignments will not be accepted by email or after the last scheduled class.
- The small projects and exams may not be turned in late. An exam due date may be extended only if a student provides appropriate documentation for legitimate excuses on the scheduled exam dates (funeral, medical emergency, family crisis).
- The instructor reserves the right to adjust the syllabus, exam dates, or course content as deemed necessary to facilitate the highest achievement and performance of the class, or to explore timely topics.
- Incomplete (I) can not be given to avoid an F grade (University Policy).

## **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](http://www.sjsu.edu/senate/S07-2.htm), 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](http://www.sa.sjsu.edu/judicial_affairs/index.html) 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 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](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

**Classroom Recording (S12-7)**

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

**Credit Hours (S12-3)**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

# ANTH 176 / Indians of California, Fall 2012, Course Schedule

*Schedule (including assignment due dates, exam dates, date of final exam) is subject to change with fair notice – notice may be made available by email from instructor and/or classroom announcements.*

**Table 1 Course Schedule**

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 23	Introduction to the course
2	Aug 28, 30	Part I: Kroeber's Conceit and the Lasting Burden of Anthropology in California Film: Ishi Read: Platt (book, chapters 1-5) Team work on Applied Anthropology Project
3	Sept 4, 6	Part I: Kroeber's Conceit and the Lasting Burden of Anthropology in California Read: Platt (book, chapters 6-9) Group Discussion on the Burden of Anthropology in California Part I Essay assigned
4	Sept 11, 13	<i>Part I Essay due Sept 13</i> Part II: Impact of the Missions and Gold Rush on California Natives Read: Lightfoot 2006 (pdf) Team work on Applied Anthropology Project
5	Sept 18, 20	Part II: Impact of the Missions and Gold Rush on California Natives Read: Lightfoot (book, preface & chapters 1-4)
6	Sept 25, 27	Part II: Impact of the Missions and Gold Rush on California Natives Read: Lightfoot (book, chapters 5-9) Group Discussion on Historical Legacies Part II Essay assigned
7	Oct 2, 4	<i>Part II Essay due Oct 4</i> Team work on Applied Anthropology Project Part III: Federal Recognition and Value of Tribal Sovereignty Read: Field (book, chapters 1-3)
8	Oct 9, 11	Part III: Federal Recognition and Value of Tribal Sovereignty Case study: Muwekma Ohlone Read: Field (book, chapters 4-6)
9	Oct 16, 18	Part III: Federal Recognition and Value of Tribal Sovereignty Case study: Muwekma Ohlone, Guest lecture Read: "Back from Extinction" (pdf) Team work on Applied Anthropology Project

10	Oct 23, 25	Part III: Federal Recognition and Value of Tribal Sovereignty Case study: Kutzadika'a Paiute Group Discussion on Sovereignty Struggles and Identity #1 Part III Essay assigned
11	Oct 30, Nov 1	<i>Part III Essay due Nov 1</i> Part IV: Gaming's Transformative Effects Film
12	Nov 6, 8	Part IV: Gaming's Transformative Effects Group Discussion: in-class debate Team work on Applied Anthropology Project
13	Nov 13, 15	<i>Part IV debate paper due on Nov 13</i> <i>No class Nov 15</i> due to American Anthropological Association conference—work on Applied Anthropology Project during this time
14	Nov 20	Part V: Native California Resistance and Survival Ghost Dance, Modoc
15	Nov 27, 29	Part V: Native California Resistance and Survival American Indian Movement, The Longest Walk, Alcatraz occupation Team work on Applied Anthropology Project
16	Dec 4, 6	Part V: Native California Resistance and Survival Guest lecture Group Discussion on Resistance and Survival Part V Essay assigned

Final exam: *Part V Essay due* by email on or before finals period on Tuesday, December 18 at 07:15-09:30