

**San José State University**  
**College of Social Sciences**  
**Anthropology 176, Indians of California, Section 1, Fall 2018**

**Instructor:** Dr. Charlotte Sunseri

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**Office Hours:** Tuesday, Thursday 10:45AM-11:45AM, or by appt.

**Class Days/Time:** Tuesday, Thursday 1:30-2:45PM

**Classroom:** WSQ 004

**Prerequisites:** ANTH 11 or instructor consent

**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**

**GE/SJSU Studies Learning Outcomes (LO), if applicable**

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 on Canvas website.

## Course Requirements and Assignments

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%

### Grading 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).
- Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### Final Examination or Evaluation

- The final exam is a short essay, due at the time of the final exam.

### University Policies

Here are some of the basic university policies that students must follow.

### Dropping and Adding

Find the procedures and deadlines for adding and dropping classes.

[Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html)      <http://info.sjsu.edu/static/catalog/policies.html>.

[Add/drop deadlines](http://www.sjsu.edu/provost/services/academic_calendars/)      [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/)

[Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/)      <http://www.sjsu.edu/aars/policies/latedrops/policy/>

### Consent for Recording of Class and Public Sharing of Instructor Material

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class.

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf)      <http://www.sjsu.edu/senate/docs/S12-7.pdf>

## **Academic integrity**

Learn about the importance of academic honesty and the consequences if it is violated.

[University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) <http://www.sjsu.edu/senate/docs/S07-2.pdf>

[Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) <http://www.sjsu.edu/studentconduct/>

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

Here are guidelines to request any course adaptations or accommodations you might need.

[Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf)

[Accessible Education Center](http://www.sjsu.edu/aec) <http://www.sjsu.edu/aec>

## **Resources**

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The university provides resources that can help you succeed academically. Just look here.

[Academic Success Center](http://www.sjsu.edu/at/asc/) <http://www.sjsu.edu/at/asc/>

[Peer Connections website](http://peerconnections.sjsu.edu) <http://peerconnections.sjsu.edu>

[Writing Center website](http://www.sjsu.edu/writingcenter) <http://www.sjsu.edu/writingcenter>

[Counseling Services website](http://www.sjsu.edu/counseling) <http://www.sjsu.edu/counseling>

# ANTH 176 / Indians of California, Fall 2018, Course Schedule

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

## Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 21, 23	Introduction to the course; Part I: Kroeber's Conceit and the Lasting Burden of Anthropology in California Read: Platt (book, chapter 1)
2	Aug 28, 30	Part I: Kroeber's Conceit and the Lasting Burden of Anthropology in California Film: Ishi Read: Platt (book, chapters 2-5) 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

Week	Date	Topics, Readings, Assignments, Deadlines
11	Oct 30, Nov 1	Team work on Applied Anthropology Project
12	Nov 6, 8	Team work on Applied Anthropology Project Part III: Federal Recognition and Value of Tribal Sovereignty Part III Essays/Discussion assigned
13	Nov 13, 15	Part III Group Discussion <i>No class Nov 15</i> due to American Anthropological Association conference— <i>Part III Essays due</i> (by email) before midnight
14	Nov 20	Part IV: Gaming's Transformative Effects [film]; Part IV Essays & Debate assigned <i>No class Nov 22</i> (University holiday)
15	Nov 27, 29	Part IV Group Discussion: In-class debate <i>Part IV Essays due Nov 29</i>  Part V: Native California Resistance and Survival 1850-1960: Ghost Dance, Modoc Film: "We Shall Remain" on Wounded Knee Read: "Capitalism as 19 <sup>th</sup> Century Colonialism" (pdf)
16	Dec 4, 6	Part V: Native California Resistance and Survival 1960-2012: AIM, Alcatraz occupation, The Longest Walk PBS.org. "Alcatraz is not an Island: The Occupation 1969-1971." <a href="http://www.pbs.org/itvs/alcatrazisnotaniland/occupation.html">http://www.pbs.org/itvs/alcatrazisnotaniland/occupation.html</a>  Part V Group Discussion; Part V Essay assigned
Final Exam	Thur, Dec 13, 12:15-2:30	<i>Part V Essay due</i>