

**San José State University**  
**College of Social Sciences**  
**Anthropology 175, Anthropology of Native America,**  
**Section 1, Fall 2019**

<b>Instructor:</b>	Dr. Charlotte Sunseri
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<b>Office Hours:</b>	Thursday 1:30-3:30PM, or by appt.
<b>Class Days/Time:</b>	Tuesday, Thursday 12:00-1:15PM
<b>Classroom:</b>	Washington Square 004

**Course Description**

This course will outline the development of cultures in North America from the end of the last ice age (ca. 20,000 BP) up through the time of European contact (ca. AD 1500). Emphasis will be placed on the variability of cultural expression in each region and the historical continuity between the archaeological record and modern Native Americans. Topics include the peopling of the New World; the development of early foraging societies in the Far West and Far North; the origins of agriculture and village life; the emergence (and sometimes collapse) of politically complex societies in the Southwest and Eastern Woodlands; and consequences of European contact with native cultures. Due to the nature of knowledge about the native cultures of North America, this class will highlight archaeological evidence, yet will bring this in dialogue with linguistic, ethnographic, and documentary evidence when possible.

**Course Goals and Student Learning Objectives**

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

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

LO1 Discuss human diversity and the ways humans have categorized diversity, as well as the significant findings of and issues in archaeology, cultural anthropology, and physical anthropology

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.

## Course Content Learning Outcomes

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

LO3 Identify indigenous cultures from North America, based on the culture areas of the Arctic and Sub-arctic, Northwest Coast and Intermontaine Plateau, California, Great Basin, Southwest, Great Plains, and Eastern Woodlands.

LO4 Demonstrate an understanding of the diversity of native cultures throughout North America citing archaeological, ethnographic, historical, linguistic, and genetic evidence.

LO5 Consider dynamics of shifts in environments and subsistence, social complexity, population movement, worldview, and issues of post-colonial contact.

LO6 Discuss sociopolitical issues of Native Americans in the early 21<sup>st</sup> century and modern struggles for heritage preservation and self-determination among indigenous societies in the U.S. and Canada.

## Required Texts/Readings

### Textbook

Atalay, S. 2012. *Community-Based Archaeology: Research with, by, and for Indigenous and Local Communities*. University of California Press. [e-book available: <https://ebookcentral-proquest-com.libaccess.sjlibrary.org/lib/sjsu/detail.action?docID=962591>]

Krouse, Susan A. and Heather A. Howard. 2009. *Keeping the Campfires Going: Native Women's Activism in Urban Communities*. University of Nebraska Press. [e-book available: <https://ebookcentral-proquest-com.libaccess.sjlibrary.org/lib/sjsu/reader.action?docID=471720>]

Ramirez, Renya K. 2007. *Native Hubs: Culture, Community, and Belonging in Silicon Valley and Beyond*. Duke University Press.

### Other Readings

**Electronic readings (in PDF format) made available online.**

## Assignments and Grading Policy

Students will be evaluated on the basis of:

- 1) *Native America news updates*. Each Tuesday a student will report to the class about issues of relevance in native communities in 2019. You are free to select any news topic of contemporary relevance, and are encouraged to see websites of specific tribes, Native News Online, or Indian Country Today. The best summaries will articulate with discussions in class! Due on your assigned day: a 10-15 minute presentation/discussion and a half-page, single-spaced write-up (printed) listing the source in a bibliography. (**5 points total**)

2) *Weekly reading summaries.* You should prepare notes on the assigned readings and bring them to class each week. These annotations should summarize course readings and describe their major points, and be printed (to turn in hard copy). Notes and annotations for each week's readings will be collected in class on Thursdays—no annotations will be accepted via email or later than the date of the assigned reading. To be counted for full credit these annotations need to be complete and on time (i.e. coincide with our reading schedule, and not later in the semester), so students are encouraged to keep up and to start fresh each week if you find yourself falling behind. **(30 points total)**

3) *Case Studies:* For each of the five case studies in this class in which we highlight a specific native society and contemporary issues, a lecture on historical and cultural context will precede a film on collective action to fight for a social or environmental justice issue. These films will not be made available by the instructor, but will be shown in class on the scheduled days; attendance and a 2-page, single-spaced critical analysis of film and lecture content contributes to the grade for this portion. **(25 points total)**

4) *Midterm and Final Essays:* Two take-home essays will be assigned throughout the semester. Students will generally have about a week to prepare an essay based on a written prompt. These essays will be 3-4 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 (one-week extensions only with documentation and according to University policy). **(40 points total)**

Grades will be based on score percentages:

A plus >99%, A 94-99%, A minus 90-93 % B plus 88-89%, B 84-87%, B minus 80-83%  
C plus 78-79%, C 74-77%, C minus 70-73% D plus 68-69%, D 63-67%, F <63%

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.

#### 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.
- **Assignments will not be accepted by email or after the last scheduled class, even with a medical note for dates earlier in the semester.**

## **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>"

## Anth 175, Section 1 / Anthropology of Native America, Fall 2019, Course Schedule

*Schedule is subject to change with fair notice – notice will be made available on Canvas.*

**Table 1 Course Schedule**

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 22	Intro to course
2	Aug 27, 29	<b><i>Part I: Rethinking Narratives</i></b> Introduction: Natives as “others” to be studied <b>Read:</b> Krouse and Howard e-book, intro; Atalay e-book, chap 1  Decolonizing the Study of Native Peoples <b>Read:</b> Deloria 1997 (Canvas pdf); Atalay 2006 (Canvas pdf)
3	Sept 3, 5	Decolonizing Museums and Stories Told <b>Case study 1:</b> Kwakiut’l of the Northwest Coast peoples <b>Read:</b> Atalay e-book, chap 2-3
4	Sept 10, 12	<b><i>Part II: Histories of Resistance</i></b> Attempted Take-Over: Boarding Schools and Urban Relocation <i>Boarding Schools: Our Spirits Don’t Speak English</i> <b>Read:</b> Ramirez, chap 1-3
5	Sept 17, 19	Urban Kin and Community; Voices of Urban Relocation Film: <i>Urban Rez</i> <b>Read:</b> Krouse and Howard e-book, chap 1 (kin in urban settings); Krouse and Howard e-book, chap 2 (Chicago as model for urban community);
6	Sept 24, 26	Who is a “real Indian” and whose voice counts? Community organizing in urban spaces <b>Read:</b> and Howard e-book, chap 3 (Women and activism in urban areas); Ramirez, chap 4-5; Sweeney 2002 (Canvas)
7	Oct 1, 3	AIM and Getting Organized after the “Take-Over” <b>Read:</b> Ramirez, chap 6; Krouse and Howard e-book, chap 9 (AIM in Milwaukee) <b><i>Midterm essay assigned</i></b>
8	Oct 8, 10	Film: <i>We Shall Remain</i> (AIM and Wounded Knee, 1973) Read: no additional articles—work on midterm essays!
9	Oct 15, 17	Ghost Dancing on Gold Mountain: resistance in capitalism, or “Why assimilation ≠ not disappearance of native-ness” <b>Read:</b> Krouse and Howard e-book, chap 7 (class strategies as activism); Sunseri 2017 (capitalism “on their own terms”) <b><i>Midterm essay due</i></b>

Week	Date	Topics, Readings, Assignments, Deadlines
10	Oct 22, 24	<b>Part III: Portraits of Native Activism</b> <b>Case Study 2:</b> Gwich'in of the Arctic peoples <i>Homeland: Four Portraits of Native Action</i> (Gwich'in & oil) <b>Read:</b> Krouse and Howard e-book, chap 6 (connections to home via art/crafts)
11	Oct 29, 31	<b>Case Study 3:</b> Navajo of the Southwest peoples <i>Homeland: Four Portraits of Native Action</i> (Navajo & uranium)
12	Nov 5, 7	<b>Case Study 4:</b> Cheyenne of the Great Plains peoples <i>Homeland: Four Portraits of Native Action</i> (Cheyenne & natural gas)
13	Nov 12, 14	<b>Case Study 5:</b> Penobscot of the Northeastern Woodland peoples Film: <i>Homeland: Four Portraits of Native Action</i> (Penobscot & paper factory)
14	Nov 19, 21	<b>Part IV: Native Lives Matter and Contemporary Activism</b> Native Lives Matter, Contemporary Activism, Standing Rock & impacts of changes to environmental laws <b>Read:</b> Lakota People's Law Project 2015, Donnella 2016, LaDuke 2016
15	Nov 26, 28	Standing Rock, <i>RISE</i> (Viceland) No class on Nov 28 (Thanksgiving)
16	Dec 3, 5	Anthropology as Activism; Course wrap up <b>Read:</b> Atalay e-book, chap 8
Final Exam	Tuesday, Dec 17	9:45 AM-Noon