

San José State University
College of Social Sciences
Anthropology 176, Native California: Past and Present, Section 80, Fall 2022

Instructor:	Dr. Charlotte Sunseri
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Office Hours:	On Zoom, Thursdays 1:30-3:30 PM, or by appt. https://sjsu.zoom.us/j/84719219949
Class Days/Time:	Asynchronous, online
Classroom:	Online
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 Mode, Hybrid Synchronous and Asynchronous Online

The course is asynchronous online. Students will need to use campus login credentials to access our Canvas page (for lecture content, assignment submission and discussion boards) and Zoom (office hours and group conversations).

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) Reading annotations. Each module (per week), you should prepare an annotated bibliography entry for each reading assigned. The textbook annotations will take the form of answering a series of questions which serve for a Reading Guide; article annotations are brief summaries of the reading's major points. An example of an article annotation is included as an example below. (Varying points per annotation; **24 points total**)

Little, Barbara J. 2009. What Can Archaeology Do for Justice, Peace, Community, and the Earth? *Historical Archaeology* 43(4):115-119.

This is a summary of the current directions and trends in historical archaeology, focusing on the period since 1982. Little assesses the field's role of to supplement, correct, or challenge historical records by reconceptualizing history and providing alternative questions and interpretations from history and providing data and perspectives that elaborate biases and politics of knowledge (based on oral history). Analytical links between text, oral history, and materials intertwines history and anthropology. Its role is also as historical ethnography to reconstruct past cultures and lifeways. Historical archaeology as a laboratory for general archaeological science or anthropological inquiry is discussed, but it seems that the field often acts more as a confirmation of models rather than a real laboratory of broader investigation. Historical archaeology obviously meets the goals of postprocessualism (meaning, symbols, power, cognition). Five approaches to the combination of documentary/textual evidence and

material data are listed. Methods of pattern recognition commonly used include South's functionally defined artifact categories and Miller's economic-scaling index of ceramics.

2) *Discussion board contributions*: All modules will have a discussion board component, in which you can contribute to conversation on a topic individually or in small groups. Each discussion entry is worth two points, and may relate to case studies or to group discussions summarizing the main ideas of the major topics/issues and readings in each module. **(22 points total)**.

3) *Essays*: After each topic in this course (Parts I-V), an essay will engage a major issue of the course and require students to draw from content from the lectures, films, and readings to make a case. These essays will be 2-3 pages single spaced, must reference all relevant materials in a formal bibliography, contain a thesis statement and main argument, and may include personal opinion where appropriate. **(50 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 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%

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 Part V Essay, will be the final examination for the course and a culminating activity. [University policy S17-1](http://www.sjsu.edu/senate/docs/S17-1.pdf) (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) *which states that* “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.” In our seminar the Project Design draft submission will constitute the culminating event.

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/

[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

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

Resources

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 / Native California, Fall 2022, 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 22- 26	Module 0: Course Welcome: Introduction to the course, Canvas functions Discussion: test entry to introduce yourself
2	Aug 29-Sept 2	Module 1: Kroeber’s Conceit and the Lasting Burden of Anthropology in California Film: <i>Ishi: The Last Yahi</i> Read & annotate: Platt textbook (chapters 1-3)
3	Sept 6-9 (Mon holiday)	Module 1, From Ishi to Tonto Read & annotate: Platt textbook (chapters 4-6), Black 2022 (pdf) Discussion: Ishi as a Stage Character
4	Sept 12-16	Module 1, Group Discussion on the Burden of Anthropology in California Read & annotate: Platt textbook (chapters 7-9) <i>Part I Essay</i>
5	Sept 19-23	Module 2: Impact of the Missions and Gold Rush on California Natives Read & annotate: Lightfoot textbook (preface & chapters 1-3), Schneider 2015 (pdf)
6	Sept 26-30	Module 2, Dimensions of colonialism at Ft. Ross Read & annotate: Lightfoot textbook (chapters 4-9), Panich 2013 (pdf)
7	Oct 3-7	Module 2, California’s Gold Rush, Ghost Dance Read & annotate: Lightfoot 2006 (pdf), Sunseri 2017 (pdf) Group Discussion on Historical Legacies <i>Part II Essay</i>
8	Oct 10-14	Module 3: Federal Recognition and Value of Tribal Sovereignty Read & annotate: Field textbook (chapters 1-3) Discussion: OFA Process
9	Oct 17-21	Module 3, Federal & State recognition Read & annotate: Field textbook (chapters 4-6), Mrozowski 2009 (pdf) Discussion: Tribal Authenticity & whether state recognition is needed
10	Oct 24-28	Module 3, Case studies: Muwekma Ohlone, Kutzadika’a Paiute Read & annotate: Leventhal et al. 1994 (pdf), Mono Lake Kootzaduka’a 2019 (pdf) Group Discussion on Federal Recognition <i>Part III Essay</i>

11	Oct 31-Nov 4	Module 4: Gaming's Transformative Effects Film: "California's 'Lost' Tribes" Discussion: What are the costs and benefits of casinos?
12	Nov 7-10 (Fri holiday)	Module 4, Potential impacts of proposed California laws Discussion: Debate the Transformative Effects <i>Part IV Essay</i>
13	Nov 14-18	Module 5: Native California Resistance and Survival 1850-1960: Ghost Dance, Boarding Schools, Urban Relocation Program Film: "Urban Rez" Discussion: Survival of groups living in the Bay Area
14 15	Nov 21-22 Nov 28-Dec 2	Module 5, Native California Resistance and Survival 1960-2012: AIM, Alcatraz occupation, The Longest Walk Film: "We Shall Remain" Episode 5: Wounded Knee
16	Dec 5-6	Module 5, American Indian Resistance and Survival 2012-2022: Standing Rock and Contemporary Resistance Movements Group Discussion
Final Exam	Thur, Dec 8	Final: <i>Part V Essay</i> due by 7:30PM on Thur, Dec 8.