

**San José State University
College of Social Sciences
Anthropology 175, Anthropology of Native America,
Section 2, Fall 2011**

Instructor: Dr. Charlotte Sunseri
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Office Hours: Tuesday 10:15AM-Noon, Thursday 5:00-6:00PM, or by appt.
Class Days/Time: Tuesday, Thursday 1:30-2:45PM
Classroom: Clark Hall 238

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 21st century and modern struggles for heritage preservation and self-determination among indigenous societies in the U.S. and Canada.

Required Texts/Readings

Textbook

Ancient North America, by Brian M. Fagan. Fourth Edition, Thames & Hudson, 2005. ISBN 0-500-28532-2

North American Archaeology, edited by Timothy R. Pauketat, Diana DiPaolo Loren. Blackwell Studies in Global Archaeology, 2005. ISBN: 0-631-23184-6

Other Readings

Electronic readings (in PDF format) made available online.

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. Text messaging during class is disruptive and not only disrespectful, but insulting. It also prevents you from concentrating on the lecture. If you must attend to a phone message or call, then please leave the room.
- **Students may not leave the room during an examination.** This will be a signal to the instructor that the student has completed the exam and it will be collected without further opportunity to continue.
- Discussions of controversial topics can become emotional. Such discussion demands respect and intellectual honesty toward and between fellow students, instructor, and

from instructor toward students. Personal attacks on individuals holding non-conventional/controversial ideas will not be tolerated.

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/. 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:

- Top five of six “surprise” **quizzes**: these are meant to encourage students to keep up with readings and review of lecture material. (10% of overall grade)
- One **midterm exam** and one **final exam**: Conceptual understanding and application of knowledge is the principal objective of the course and will be targeted by assessment. Exams are problem and short answer oriented. Objective questions are included to assess core content. Study guides will be provided in advance of each exam. *Failure to take the final exam will result in a failing grade regardless of other completed work.* (Midterm=30% of overall grade, Final=30% of overall grade)
- A **term project**: to involve selection of a special topic on native North American cultures and guided research on this topic. A description of possible topics will be provided, yet students may complete a topic on a topic of their choosing with my permission. The term project will allow students to examine individual topics relevant to course material and is meant to expose students to important research resources while exploring specific areas of interest in greater depth than possible in general classroom context. This paper will ideally incorporate course materials with additional sources (journal articles, books, other library resources) to address/discuss major topics or anthropological problems. In addition to mechanical aspects (spelling, grammar, proper citations, etc) term projects are assessed based on original thinking, conceptual clarity, and accuracy. References will follow *American Antiquity* style. *Intentional plagiarism will result in an automatic grade of F.* The overall grade for this project will involve incremental work throughout the semester based on: a brief topic paper and list of preliminary sources, annotated bibliography of select sources and paper outline, complete first draft for peer review, final draft of term paper (8-10 pages, double spaced, with reference list), and sharing your findings with the class. (30% overall grade)

Grades will be based on score percentages: 92-100% 4.0; 88-91% 3.5; 82-87% 3.0; 76-81% 2.5; 70-75% 2.0; 64-69% 1.5; 57-63% 1.0; <56% 0.0

Below are basic guidelines for grading. Additional criteria may apply depending on assignments.

To earn an A: All assignments must be completed, on time, and demonstrate mastery of conceptual as well as critical content. Assignments will exhibit thoughtful and critical analysis, effort at conceptual synthesis, and originality. Papers will be carefully proofed for grammatical and typographical errors and exhibit exemplary writing appropriate to the discipline. Seminar responsibilities achieved. Assignments must be of consistently high quality in terms of content and execution. Examinations will score in the range of 90% and above. Final project complete, original, or innovative.

To earn a B: All assignments must be completed, on time, and demonstrate general comprehension of conceptual as well as critical content. Assignments will exhibit thoughtful analysis and effort should be made at conceptual synthesis. Seminar responsibilities achieved. Papers will be carefully proofed for grammatical and typographical errors and exhibit very few writing problems. Assignments must be of good quality in terms of content and conform to standards appropriate to the discipline. Exams may score in the 80% and above range. Final project completed and original or innovative.

To earn a C: At least 80% of assignments must be completed, on time, and demonstrate general understanding of critical content. Knowledge of basic conceptual material should be demonstrated. Seminar responsibilities achieved. Assignments will exhibit thoughtful effort with few errors in content. Papers will likely contain grammatical and typographical errors and exhibit general writing problems. Citation standards incorrect. Exams may score in the 75% and above range. Final project completed at average level of competence.

To earn a D: Failure to turn in assignments in a timely manner or to complete more than 70% of assignments. Only basic knowledge of conceptual material demonstrated. Critical analysis not exhibited, suggesting minimal effort by student. Assignments lack careful or thoughtful effort and several errors in content. Failure to achieve seminar responsibilities or barely acceptable effort. Minimal engagement in class projects. Papers will likely contain grammatical and typographical errors and exhibit general writing problems. Citation standards ignored. Exams may score below 75% range. Final project completed.

To earn an F: Failure to turn in assignments in a timely manner or to complete and submit more than 50% of assignments. Basic knowledge of conceptual material and critical analysis not demonstrated. Assignments exhibiting a lack of careful or thoughtful effort and major errors evident in content. Papers will likely contain grammatical and typographical errors along with general writing problems, especially in word usage. Citation standards incorrect. Exams may score below the 60% range. Final project possibly incomplete or late. Or, failure to take the final exam.

Grade I: Special circumstances. Failure to complete and submit better than 60% of assignments owing to extraordinary causes as defined by University policy. Must complete Final Exam. To make up this grade will require an additional project at instructor's discretion.

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.**
- A missed exam may be made-up only if a student provides appropriate documentation for legitimate excused from scheduled exam dates (funeral, medical emergency, family crisis). *Make-up exams will be by scheduled appointment at the convenience of the instructor. Absolutely no makes-up exams for reasons not governed by university policy. If a student has multiple exams scheduled for the same day consideration will only be given if sufficient advance notice has been given. A grace period of one class for late research papers will be allowed, but 25 % or more may be deducted.*
- 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.
- There will be no extra credit assignments for this course.
- 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.

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.

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](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Anth 175, Section 2 / Anthropology of Native America, Fall 2011, Course Schedule

Schedule is subject to change with fair notice – notice will be made available on course website. Note: P&L=Pauketat and Loren text

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 25	Discovering Ancient North America I: Introduction
2	Aug 30 Sept 1	Discovering Ancient North America II: Search for Origins Read: Fagan: Ch. 1, Ch. 2 (33-38); P&L: Ch. 1 Peopling of the Americas, Part I Read: Fagan: Ch. 4, pp. 71-89
3	Sept 6 Sept 8	People of the Americas, Part II Read: P&L: Ch. 2; PDF: Waters et al. 2011 Due: Term paper topic The First Americans: Clovis & Paleo-Indians Read: Fagan: Chap 4 (89-96); Ch. 5 (97-107); PDF: Wheat 1967
4	Sept 13 Sept 15	The Far North I: Early Arctic Cultures Read: Fagan: Ch. 8 The Far North II: Norton, Dorset, and Thule Read: Fagan: Ch. 9
5	Sept 20 Sept 22	Foragers of the Far West I: The Northwest Coast Read: Fagan: Ch. 10 (215-227); Ch. 11 (233-244); P&L: Ch. 3 Historic and current NWC— Video: “Box of Treasures”
6	Sept 27 Sept 29	Foragers of the Far West II: The Plateau Read: Fagan: Ch. 11 (244-248) Foragers of the Far West III: Northern California Read: Fagan: Ch. 11 (248-263)
7	Oct 4 Oct 6	Foragers of the Far West IV: Southern California Read: Fagan: Ch. 10 (227-232); PDF: Arnold 1992 Foragers of the Great Basin I Read: Fagan: Ch. 12 Due: Term paper annotated bibliography and outline
8	Oct 11	Foragers of the Great Basin II: Fremont Culture

Week	Date	Topics, Readings, Assignments, Deadlines
	Oct 13	The Southwest I: Archaic Foragers, Origins of Agriculture Read: Fagan: Ch. 13-14
9	Oct 18	The Southwest II: Early Agricultural Villages Read: Fagan: Ch. 14 (327-334); PDF: Wills and Windes 1989
	Oct 20	The Southwest III: The Chaco Phenomenon Read: Fagan: Ch. 15 (335-347); P&L: Ch. 10
10	Oct 25	Film: "Mystery of Chaco"
	Oct 27	The Southwest IV: Late Prehistoric Towns Read: Fagan: Ch. 15 (351-368); P&L: Ch. 9
11	Nov 1	Midterm Exam
	Nov 3	The Great Plains I: Bison Hunters of the High Plains Read: Fagan: Ch.6
12	Nov 8	The Great Plains II: Village Farmers of the Plains Read: Fagan: Ch. 7; P&L: Ch. 7
	Nov 10	The Eastern Woodlands I: Archaic Read: Fagan: Ch.16; P&L: Ch. 4
13	Nov 15	The Eastern Woodlands II: Terminal Archaic/ Woodland Transition Read: Fagan: Ch.17, Chap 18 (421-427)
	Nov 17	The Eastern Woodlands III: Middle-Late Woodland, Hopewell Read: Fagan: Ch. 19; P&L: Ch. 5
14	Nov 22 (Holiday: Nov 24)	Peer-review term paper drafts Due: <i>Term paper complete draft</i>
15	Nov 29	The Eastern Woodlands IV: Mississippian Society and Cahokia Read: Fagan: Ch. 20; P&L: Ch. 8
	Dec 1	Film: "Cahokia: America's Lost Metropolis" Due: TERM PAPER
16	Dec 6, 8	Presentations from term projects; Course conclusions and review
Final Exam	Wednesday, Dec 14	Clark Hall 238, 12:15-2:30PM