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ANSO 221-01, North of the Rio Grande: Indigenous Peoples of North America, Fall 2011

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**ANSO 221: North of the Rio Grande:
Indigenous Peoples of North America
Fall 2011
MWF 2:00-2:50 pm, Clough Hall 102**

Instructor: Kimberly Kasper

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"The American Indian is of the soil, whether it be the region of forests, plains, pueblos, or mesas. He [she] fits into the landscape, for the hand that fashioned the continent also fashioned the man [woman] for his [her] surroundings. He [she] once grew as naturally as the wild sunflowers, he [she] belongs just as the buffalo belonged...."

- Luther Standing Bear, Oglala Sioux Chief (1868-1937)

Course Description:

This is not a traditional course about Native peoples in North America. In this course, we will move beyond categorizing Native peoples, their cultural beliefs and practices, and historical experiences according to familiar anthropological categories (e.g., "prehistory" and "band, tribe, chiefdom, state"). Instead, the course is intended to encourage students to question conventional assumptions and stereotypes about and depictions of indigenous peoples and cultures of North America. The course includes discussion of the arrival of the first people to the North America at the end of the last ice age to contact with the first European explorers. The diversity of living cultures at the time of European contact represents just a small portion of indigenous communities that existed on the North American landscape since the Americas were first populated. These unique cultures developed through interactions with varied environments, specific technologies, economies, demographic constraints, historical trajectories, contact with neighboring societies and other cultural factors. We will review the history and methods of North American archaeology and anthropology, examine the human environmental interactions of Native communities and also discuss the social, economic and political facets of what make these communities complex whether they be hunter-gatherers, horticulturalists and/or capitalists.

Students will be exposed to a variety of different sources, such as academic writings (ethnographies, anthologies etc.), popular films, news reports, and other sources created and disseminated by different scholarly and public audiences (both Native and non-Native). We will begin our semester by reading and thinking about what diversity within Native America really means and the history embedded within their presence in North America. Then we will focus our discussion on the life histories of particular Native American peoples and communities, and begin to explore some of the cultural, political, and economic issues that have been and are important in the daily lives of indigenous people in the past and present. Key topics, such as the historical development of the field of anthropology, cultural ecology and traditional ecological knowledge, cultural change and continuity, colonialism and power will be explored. Throughout this course, we will emphasize the human face of anthropology, reminding students that it is primarily the people and ACTIONS behind and within the communities we attempt to

understand! This course fulfills the F9 requirement: View the world from more than one cultural perspective.

Sections of Course:

This course can be divided into three sections. The sections will not be equal lengths of time.

Section One

We will construct a general understanding of Native American communities and culture within the larger North American landscape. Our focus will be within geography, ecology, pre-Contact and post-Contact histories. You will be expected to complete a short exercise on geography. You and a partner will also become familiar with a chosen cultural group and familiarize yourself with the cultural group's language, subsistence, social systems, political structure, colonial influences etc. Basically, you and your partner will explore how that cultural group has shifted through time and space. The final product of that project will be 4-5 page paper (individual) and group presentation (10 minutes).

Section Two

Within this section, we will really explore what it means to blend the strengths of archaeology, ethnography and ethnology to answer theoretical questions about Native American culture. In this section will dive into some of the deeply embedded theoretical questions within the discipline of anthropology in reference to Native American culture of North America. In particular questions that are part of ecological anthropology, ethnoecology, landscape studies, and Native studies. You will be expected to hand in Project #2 that will compare and contrast the ethnography *Black Elk Speaks* to a chosen Native American autobiography. This will be 4-5-page paper and a short presentation (5-7 minutes). You will discuss the style of presentation and narration within each medium of literature. Also you will be expected to start working on your final papers were you choose an aspect of Native American culture which cultivates your interest and/or is related to your declared major.

Section Three

With this last section, we will deal primarily with Native American representations in social, political and economic spheres (i.e. Ecological Indian, Noble Savage, Casino Indian etc.). Within this section you will be asked to complete a film exercise. You also will be expected to finished your final research project and be expected to briefly discuss your topic to the class (5-7 minutes).

Course Objectives:

- 1) to introduce students to the cultural diversity of Native North America
- 2) to introduce students to components of archaeology, ethnohistory and ethnography and how all three shape our perceptions of the Native people in the past and present
- 3) to critically analyze and situate past and present representations of Native Americans within environmental, social, political and economic contexts

Required Texts:

Black Elk, Nicholas and John G. Neihardt

2000 *Black Elk Speaks*. Lincoln: University of Nebraska Press.

Oswalt, Wendell H.

2009 *This Land Was Theirs: A Study of Native North Americans*. Oxford University Press, New York.

Thomas, David Hurst

2000 *Skull Wars: Kennewick Man, Archaeology and the Battle for Native American Identity*. Basic Books, New York.

Additional Readings (Selected chapters from these books will be provided on Moodle):

Anderson, M. Kat and Morrotto

1996 *Tending the Wild: Native American Knowledge and the Management of California's Natural Resources*. Berkeley, University of California Press.

Atalay, Sonya

2006 Indigenous Archaeology as Decolonizing Practice. In 'Decolonizing Archaeology: Efforts to Transform a Discipline', a special issue of *American Indian Quarterly* 30(3):280-310.

Basso, Keith

2000 *Wisdom Sits in Places: Landscape and Language among the Western Apache*. University of New Mexico Press.

Grayson, Donald and David Meltzer

2003 A Requiem for North American Overkill. *Journal of Archaeological Science* 2003:585-593.

Krech, Stephen

2000 *The Ecological Indian: Myth and History*. Norton and Company.

Lobo, Susan and Steve Talbot

2001 *Native American Voices: A Reader*. 2nd Edition. Prentice Hall, New Jersey.

Mandall, Daniel R.

2008 *Tribe, Race, History: Native Americans in Southern New England, 1780-1880*. The Johns Hopkins University Press, Baltimore.

Merrell, James H.

1989 *The Indians' New World: Catawbas and their Neighbors from European Contact Through the Era of Removal*. New York, W.W. Norton and Company. (selected chapters)

McGhee, Robert

2008 Aboriginalism and the Problems of Indigenous Archaeology. *American Antiquity* 73:579-597.

Merrell, James H.

1990 *The Indians' New World: Catawbas and their Neighbors from European Contact Through the Era of Removal*. New York, W.W. Norton and Company.

Miner, Horace

1956 Body Ritual Among the Nacirema. *American Anthropologist* 58:3.

Silliman, Steve

2010 The Value and Diversity of Indigenous Archaeology: A Response to McGhee. *American Antiquity* 75(2):217-220.

Watkins, Joe

2005 Through Wary Eyes: Indigenous Perspectives on Archaeology. *Annual Review of Anthropology* 34 429-449.

Wilson, Angela Cavender

1996 American Indian History or Non-Indian Perceptions of American Indian History? *American Indian Quarterly* 20:3-5.

Course Grading:

Class Participation	15%
Map Exercise	5%
Film Exercise	5%
News Exercise	10%
Project #1	20%
Project #2	20%
Final Research Project	25%
Total	100 %

Grading Scale:

Final grades will be determined using the following percentages

93 - 100 %	A	73 - 76 %	C
90 - 92 %	A-	70 - 72 %	C-
87 - 89 %	B+	67 - 69 %	D+
83 - 86 %	B	60 - 66 %	D
80 - 82 %	B-	59 % and below	F
77 - 79 %	C+		

Course Requirements:

This course requires that students engage in critical thinking and critical reading, and thus students are expected to come to class regularly, take thorough notes on lectures, and complete all reading assignments for the dates indicated. While some class meetings will include more lecture than others, student participation is an essential component of the course. All students must be prepared to respond to questions regarding reading assignments, lectures, and films on a weekly basis, and to participate in class discussion sessions and group exercises. One of the best ways to be consistently prepared for all components of this course is to take good notes on

lectures *as well as* assigned readings. Use your course notebook to record any and all responses and questions you have regarding readings, lectures, and films. All work turned in for this course is to be completed in accordance with the Rhodes College Honor Code. I will be diligent about reporting all violations to the Honor Council. If you have questions about plagiarism you should talk to me directly

Readings: All readings from the textbooks and additional readings are required. Assigned weekly readings should be completed before Monday morning of the current week.

In-Class Participation: Students are expected to attend **all** classes, complete **all** readings, and actively participate in **all** discussions. Fifteen-percent of your class grade will be on participation. This is a significant percentage of your grade. The grade is based on the student’s attendance, his/her willingness to verbally participate in discussion, commitment to learning, and demonstrated preparation for discussion.

Exercises: Each student will be expected to complete three exercises. The first exercise will be a map exercise. The second exercise will be exercise related to watching films on Moddle. Last, the news exercise will be due one time for each student throughout the semester. On the first day of class you will be assigned a week in which you will have to bring a current event related to Indigenous cultural group in North America. You will be asked to give a brief summary of the article to class and discuss why it sparked your interest etc.

Projects: There are 3 required project for this class. Each of the projects will have a detailed outline as the semester follows. Project #1 focuses on conducting a mini-ethnography on a cultural group of choice. Project #2 consists of comparing and contrasting the ethnography Black Elk speaks to a chosen Native American autobiography. Last, your Final Research project will consist of a topic that is self-chosen and should be related to your major and/or an area of interest.

Course Schedule: This is subject to change throughout the semester. Readings need to be completed on or before the assigned days). Also, remember that the **News Exercise** will be due for each student depending on your week to present a “hot topic”

Date	Topic	Assignment
Week 1: Aug. 25-28	Course Introduction	Miner 1956
Week 2: Aug 29 – Sept. 2	Recognizing Cultural Diversity in the Study of Indians and their Ancestors Map Exercise Due Fri.	Lobo and Talbot 2001 Chapters 1-3; Wilson 1996 pp. 3-5
Week 3: Sept. 5-Sept 9	No Class: Labor Day, Sept. 5 Map Exercise Due Wed. Peopling of the Americas: Origins and the Pre-Clovis Debate	Thomas 2000 Chapters 1-9; Grayson and Meltzer 2003; Film: The Stone Age Explorers
Week 4: Sept. 12 -26	Colonialism, Categorization and its Legacies	Thomas 2000 Chapters 10-18; Oswalt 2009 Chapter 2
Weeks 5: Sept. 19-23	Moving North American Anthropology Into the 21 st Century	Atlay 2006; Silliman 2010; McGhee 2008

Week 6: Sept. 26-30	Moving North American Anthropology Into the 21 st Century Project #1 Due Wed. and Presentation (Wed, Thurs)	Thomas 2000 Chapters 19-epilogue; Film: Ishi- Last of the Yahi
Weeks 7: Oct. 3-7	NAGRPA and Indigenous Rights	Watkins 2005; Lobo and Talbot 2001 Chapter 20
Weeks 8: Oct. 10-14	Identity and Survival in the Artic and Subartic	Oswalt 2009 Chapters 3-4; TBA
Week 9: Oct. 17-21	Paths to Complexity within Traditional Ecological Knowledge in California	Oswalt 2009 Chapter 8; Anderson and Morrotto1996
Week 10: Oct. 24-28	No Class Fall Recess (Mon. Oct. 17) Place and Community in the Southwest	Basso 1996 Chapter 1; Oswalt 2009 Chapter 10
Weeks 11: Oct. 31-Nov.4	Indigenous Knowledge and the Sacred in the Great Plains	Black Elk 2000
Weeks 12: Nov.7-11	Project #2 Due Mon. and Presentations (Mon, Wed) Native American Sovereignty, Land and Labor in the New England	Mandall 2008
Week 13: Nov. 14-18	Cultural Change, Continuity and Persistence in the Southeast (No Class –Wed and Fri but must watch 3 part film series)	Oswalt 2009 Chapter 13; Merrell 1989 Film: T. Hillimerman Film Series
Weeks 14: Nov.21-25	Film Exercise Due Mon. Representations of Native Peoples No Class: Thanksgiving Recess Nov. 23 and 25	Oswalt 2009 Chapter 15; Krech 1999
Week 15: Nov.28-Dec. 2	The Importance and Role of Oral Histories and Traditions in Native lifeways	TBA Film: Makah Indian Nation
Week 16: Dec. 5-7	What Does It All Mean? Final Research Project Due Wed. and Presentations (Mon. Wed. and Fri.)	