

**ANTH
496D
(LISTENING
TO)
INDIAN
AMERICA**
Winter 2009
TR 1400-1350
HSS 110B

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INSTRUCTOR

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Phone: 838-8357
Office: HSS 209
Office Hours: M-R 1200-1330
and by appointment

Note: If you have a disability that might require assistance or accommodations for any aspect of this course, please stop by my office during the first week of class and speak with me. You may also contact the Office of Disability Services, at 838-8250 V/TTY, for information about accessibility and accommodations.

DESCRIPTION

This is a seminar designed to explore indigenous and anthropological perspectives on the encounters between peoples of North America and Europe beginning in 1492 and continuing into the present. Topics include colonial, U.S., and Canadian government policies, resistance and acculturation, demographic trends, stereotyping, nativistic movements, education, sovereignty, and more, depending on the interests of the class. Members of the seminar bear responsibility for reading, preparing, presenting, and responding to course materials. Perfect attendance and enthusiastic participation are essential.

READINGS

All readings for this class will be posted on WOU online or designated in time for students to obtain books via Summit or purchase. No books ordered through the bookstore. Go to [WOU online](#).

EVALUATION

All work prepared outside of class should be typed; always retain a copy for your

files.

1. SEMINAR PAPERS: 50%

In a seminar each member of the class bears responsibility for contributing to the learning of every other member. Preparation and attendance are essential. BRING TO EACH CLASS your **seminar paper** for each of the assigned readings. For each chapter or article, write 1-2 pages and include both a brief **overview** of the author's main points and a clear **statement of the issue(s)** you wish to explore in seminar. This may be a question, a connection to another reading, an alternate interpretation, a parallel to current events, or...just about anything beyond simply agreeing with the author. An excellent strategy is to choose a quotation for discussion.

The seminar paper documents your preparation and supports your participation. It is of value to us only when you deploy it in discussion. You must be present to submit it for credit.

You will frequently read your seminar papers to the class, or read each others'. Personal experiences and beliefs are entirely appropriate but please do not include confidential information.

Resolve to share your thoughts and respond to others' ideas at each meeting. Listening to colleagues is important, but this is NOT a course for lurkers.

We cannot function as a learning community without all our members. None of us want to miss class, but sometimes circumstances beyond our control intervene. My practice is to allow two "personal" days (that need not be explained); beyond that absences cost 5% each. Speak with me if a major disaster strikes.

2. RESEARCH PAPER: 40% (20% process, 20% product)

The research paper will be an original study (10-15 pages), conducted during winter term 2009 for this class, of a topic you propose and discuss with me; [more detailed instructions](#) on content and format are provided separately. To earn credit for process, comply with deadlines in the schedule by submitting each requested product **on time, typed, and edited.**

3. PRESENTATION: 10%

Each seminar member will present results of their individual research project during the final exam period. You **MUST** attend others' presentations to receive credit for your own.

Please note that there are no "examinations" in this course. Instead, performance in this class is evaluated each time we meet.

Grades are assigned according using the following scale: A = 93-100, A- = 90-92; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 67-69; D = 63-66; D- = 60-62; < 60 = F.

Academic Culture Notes:

- You are responsible for a grade if your name remains on the Registrar's role past the last drop date, at the end of week 6.
- The "Incomplete" grade is reserved for the rare case in which the student was

making satisfactory progress when documented circumstances beyond the student's control caused a significant but discrete portion of the course to remain unfinished at the end of dead week.

- I place a high value on academic honesty and expect my students to do the same. Please ensure you understand the definition of academic dishonesty in the [Code of Student Responsibility](#). I refer apparent cases of academic dishonesty to the Coordinator of Campus Judicial Affairs for adjudication. If you have any questions or concerns about how you have quoted, paraphrased or cited sources, seek my assistance before you submit your work.
 - Please make wise use of email. Use the subject line to identify the course and yourself: "ANTH 496 Last Name". Do not send written assignments by email; submit them in hard copy. Avoid sending email messages (to anyone) when angry or upset.
 - Requests for special accommodations are best made in person during office hours.
 - Cell phones? Please turn them off at the beginning of class.
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GOALS

Participation in this course will strengthen your skills as a reader, researcher, writer, speaker, and listener. You should also significantly enhance your knowledge of:

- Differences and similarities among Native North American cultures.
 - Cultural change in North America since 1492 from Native and newcomer perspectives.
 - Technological changes--adoption, adaptation, and innovation--and environmental changes following the arrival of immigrant populations in North America.
 - Social changes--acculturation, assimilation, resistance, and revitalization--as responses to contact and colonization.
 - Ideological changes--political, religious, and artistic influences of various North American peoples on each other.
 - Teachings from current Native leaders for the 21st century world.
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ANTH 496D SCHEDULE WINTER 2009

Week 1 INTRODUCTIONS

Tuesday January 6 Introductions, Themes, Interests. Discussion: BIA Apology.
Please read the [Paper Guide](#).

Thursday January 8 James A. Brown: America Before Columbus
Alfonso Ortiz: Indian/White Relations: A View from the Other Side of the "Frontier"
James Axtell: Colonial America without the Indians

Week 2 EARLY ENCOUNTERS

Tuesday January 13 James Axtell: Through Another Glass Darkly
 Daniel K.Richter: Living with Europeans
 Kathleen Deagan: Spanish-Indian Interaction in Sixteenth-Century Florida and Hispaniola

Thursday January 15 tentative: *film: The New World* (long class - 2:00 - 4:30)

Week 3 EIGHTEENTH CENTURY LEGAL PRECEDENTS

Tuesday January 20 Eric R. Wolf: The Fur Trade
 Sylvia Van Kirk: From "Marrying-in" to "Marrying-out:"
 Laura Peers: 'Many tender ties'
 Bruce M. White: The Woman Who Married a Beaver

Thursday January 22 Charles F. Wilkinson: Indian Tribes and the American Constitution
 Rennard Strickland: As You Will: Through the Looking Glass of Indian Law and Policy, or the Challenges of Painting on an Unfinished Canvas.
 L. Scott Gould: Mixing Bodies and Beliefs: The Predicament of Tribes_
Paper topic due.

Week 4 NINETEENTH CENTURY--CONTAINMENT AND ASSIMILATION

Tuesday January 27 Theda Perdue: The Trail of Tears: Removal of the Southern
 R. David Edmunds: National Expansion from the Indian Perspective
 Reading TBA

Thursday February 29 William T. Hagan: How the West Was Lost
film: Last Stand at Little Bighorn; discussion.

Week 5 LATE NINETEENTH CENTURY LOSSES

Tuesday February 3 Frederick E. Hoxie: The Curious Story of Reformers and the American Indians
 David Wallace Adams: From Bullets to Boarding Schools
 K. Tsianina Lomawaima: Domesticity in the Federal Indian Schools: The Power of Authority over Mind and Body

Thursday February 5 *film: Where the Spirit Lives (97 min)*

Week 6 TWENTIETH CENTURY STRUGGLES AND TRIUMPHS

Tuesday February 10 Russel Lawrence Barsh: War and the Reconfiguring of American Indian Society
film: Warriors; discussion.

Thursday February 12 Richard West, Jr. and Kevin Gover: The Struggle for Indian Civil Rights
film: Alcatraz is not an Island: discussion_
[Working title, thesis, outline, references due today.](#)

Week 7 POLITICS AND CULTURE

Tuesday February 17 [Stop by this week: pick up outline, etc., discuss research.](#)
 David E. Wilkins: Indian Peoples are Nations, Not Minorities
 Elizabeth Archuleta: Gym Shoes, Maps, and Passports, Oh My!:
 Paula Gunn Allen: A Funny Thing Happened on My Way to Press

Thursday February 19 Smith, Andrea 2005. Native American Feminism, Sovereignty, and Social Change
 Kenny, Carolyn 2006. When the Women Heal
 Finn, Janet L. 2000. Walls and Bridges: Cultural Mediation and the Legacy of Ella Deloria.

Week 8 TAKING CARE OF OUR HOME

Tuesday February 24 Winona LaDuke White Earth: A Lifeway in the Forest
film: Mino-Bimadiziwin: The Good Life; discussion

Thursday February 26 Winona LaDuke Nitassinan: The Hunter and the Peasant;
film: Hunters and Bombers; discussion

Week 9 ENVIRONMENT AND CULTURE

Tuesday March 3 Charles Wilkinson: Home Dance, the Hopi, and Black Mesa Coal
film: Homeland: Four Portraits of Native Action

Thursday March 5 Alvin Josephy The Great Northwest Fishing War;
film: Lighting the Seventh Fire; discussion.
[Two copies of rough draft of paper due in class today. Take home and edit a colleague's paper.](#)

Week 10 THINKING OF GENERATIONS TO COME

Tuesday March 10 [Return edited rough draft of colleague's paper.](#)
reading TBA
film: *Redskins, Tricksters, and Puppy Stew*; discussion.

Thursday March 12 [Final paper due Friday March 13 by 5 PM.](#)
film: *Skins* (84 min); discussion.

Exam Week RESEARCH PRESENTATIONS

Thursday March 19 1200 - 1350. *Please be on time! There are no early, late or make-up finals in this course. Please plan accordingly.*

[HOME](#)