

Course: ANTH 10 Division: 10 Also Listed As:

Term Effective: 201070, INACTIVE COURSE

Short Title: NATIVE AMER CULTURE

Full Title: Native American Culture

<u>Contact Hours/Week</u>	<u>Units</u>	<u>Number of Weeks</u>	<u>Total Contact Hours</u>
Lecture: 3	3	17.34	Lecture: 52.02
Lab: 0			Lab: 0
Other: 0			Other: 0
Total: 3			Total: 52.02

Credit Status: D - Credit - Degree Applicable

Grading Modes: L - Standard Letter Grade
 P - Pass/No Pass

Repeatability: Repeatability: N - Course may not be repeated

Schedule Types: 02 - Lecture and/or discussion

Course Description:

Introduction and anthropological survey of Native Peoples and cultures of North America, including American Indians, Aleuts and Eskimos, and emphasizing the range of variation in Native American cultures before Euro-American contact, and since. Includes prehistory, contact history, religion and healing practices, myth, folklore, ecology, subsistence, political organization, gender roles of many regional native American groups. Examines the origins of present day conditions of native communities, and contemporary issues of Native Americans. Cross cultural, holistic perspectives of anthropology. This course has the option of a letter grade or pass/no pass.

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV D2, effective 200070

GAV F, effective 200070

CSU GE:

CSU D1, effective 200070

IGETC:

IGETC 4A, effective 200070

CSU TRANSFER:

Transferable CSU, effective 200070

UC TRANSFER:

Transferable UC, effective 200070

PREREQUISITES:

COREQUISITES:

STUDENT LEARNING OUTCOMES:

1. Explain and discuss the origins and development of prehistoric cultural patterns throughout North America.
2. Recognize, discuss, and explain the proliferation of socio-linguistic-cultural groups within North America.
3. Provide an integrated overview of Native American history.
4. Describe several theoretical views explaining the great diversity of Native American societies.
5. Discuss the ecological diversity and resource usage by Native Americans.
6. Describe and discuss the patterns of life of native peoples, including culture, evolution, and adaptation.
7. Discuss stereotypes placed on Native Americans during the history of European-American contact.
8. Discuss the impact of European-American cultural systems on native peoples.
9. Summarize the responses of Native American peoples to European-American colonization.
10. Discuss the historical and cultural experiences which have contributed to present-day conditions of native communities.
11. Discuss the dynamics of Native American cultural survival and growth.
12. Recognize and review culture area map of Native Americans of North America.
13. Become more culturally and historically informed on the experiences of native people and California.

TOPICS AND SCOPE:

Inactive Course: 05/10/2010

Curriculum Approval Date: 12/11/2000

Week Hrs

1 & 2 6 Welcome to Gavilan Anthropology/Archaeology. Perspectives in anthropology. Development and identification of etic (outsider) and emic (insider) perspectives; understanding world view in self and others; holistic, comparative, cross cultural lenses of anthropology. How anthropologists work. Geography of North America.

3 3 Questions about Indians. Who is an Indian? (Native American?) What do we know of prehistory of America north of Mexico; map review and linguistic groups. Where did Indians originate? How are we influenced by Native American cultures? How many Native Americans exist today? How have Native American cultures been studied?

4 3 European contact, invasion, conquest. Differing approaches to exploiting the New World—subsistence, culture, world view. Mercantilism and European colonies; fur traders. Cultural and biological impact on European intrusion. European disease in the New World. History of government policies, treaties, contacts.

5 & 6 6 Prehistory, history and portrait of arctic and subarctic groups: Aleut, Inuit, and Chipewyan. Ecology, resource use, technology, religion, lifeways, including culture, adaptation, subsistence, evolution, impact of Euro-American contact. Arctic Peoples today, current issues.

7 3 Prehistory and history of Native Peoples of Northwest Coast: Tlingit, Kwakiutl, then and now. Ecology, resource use, technology, political organization, subsistence, adaptation, evolution, impact of Euro-American contact. Northwest coast art. Current issues.

8 3 Prehistory and history of Native Peoples of Great Basin: Paiute. Ecology, resource use, technology, political organization, subsistence, adaptation, evolution, religion, impact of Euro-American contact. Great Basin Peoples today. Current issues.

9 3 Culture and history of California Native Peoples: Ohlone, Pomo, Chumash. Ecology, resource use, technology, political organization, subsistence, adaptation, evolution, religion, impact of Euro-American contact.

10 3 Midterm

11 4 Culture and history of Native Peoples of Southwest: Apache, Hopi, Navaho. Ecology, resource use, technology, political organization, subsistence, adaptation, evolution, religion, impact of Euro-American contact. Ceramics and art of southwest.

12 & 6 Culture and history of Native Peoples of the Plains: 13 Sioux, Cheyenne, Pawnee. Ecology, resource use, technology, political organization, subsistence, adaptation, evolution, religion, impact of Euro-American contact. Examine art, technology, warfare of Plains Peoples.

14 Culture and history of Native Peoples of the Northeast: Ottawa. Ecology, resource use, technology, political organization, subsistence, adaptation, evolution, religion, impact of Euro-American contact. Examine art, technology, warfare of Northeast Native Peoples. Summary of prehistory of these groups and relation of contact. Fur

trading, guns, European allies, European wars in North American colonization.

15 3 Culture and history of Native Peoples of Southeast: Natchez, Cherokee. Ecology, resource use, technology, political organization, subsistence, adaptation, evolution, religion, impact of Euro-American contact on these farmers of the southeast. Outlook for Cherokee identity today--excerpts from Kingsolver, *^uPigs in Heaven^s*. Southeast Indians today.

16 3 Larger contemporary issues: revival of native culture; Pan-Indian identities and issues. Native American politics. The AIM Movements--history and recent times. Modern Reservation life; identification with global indigenous peoples movement and recognition, activism and solidarity.

17 3 Summarize and review the course. Final exam review.

18 3 Final exam: essays on historical and modern issues and life ways of native peoples covered in this class; cross-cultural comparisons of specific aspects of these groups' cultures; explain relation of Pan-Indianism to global issues of indigenous peoples. Evaluate class content and your response--offer suggestions for further inclusion, research, resources.

ASSIGNMENTS:

Week 1 & 2

Critical reading of assigned texts, articles. A two-page response paper "Observing own Culture from Outsider Point of View". Map exercise.

Week 3

Critical reading of text, articles dealing with prehistory of Native North Americans; treaties and land; Bureau of Indian Affairs; forces for Indian identity; Indians and anthropologists.

Week 4

Critical reading of text and other articles. Identify ethnocentrism in Europeans and in Native Americans; in self also. Explore in readings and discussion notions of Indian image as "savages" or "noble savages" and current attitudes toward Native Americans.

Weeks 5 & 6

Critical reading of text, articles. Critical viewing of videos on lives of Northern Peoples. Ethnographic excerpts--yesterday and today--Inuit, Aleuts, Chipewyan.

Week 7

Identify, and describe Northwest Coastal Native Americans, historically and now, and the impact of European and American colonization. Be able to explain a "ranking" system of prestige, redistributions called "potlaches" and the significance of an abundant environment. Ethnography and the northwest coast.

Week 8

Critical reading of text and articles/ethnographic excerpts about Great Basin Peoples. Comparison of Great Basin Peoples to NW Coastal Peoples and Arctic Peoples.

Week 9

Investigate and analyze the "digger Indian" stereotype of California Native Peoples. Analyze subsistence base in several California regions pre-contact. Read specific resources detailing life of Native People in bay area and impact of contact. Summarize California State policies and actions regarding Native Americans. Investigate current issues of Ohlone, Pomo, Chumash and others today. Field trip to local Ohlone sites such as Coyote Hills Regional Park, Patterson Mound (Fremont) and ChiTacTac-Adams Park (Gilroy).

Week 10

Midterm

Week 11

Describe the life ways and historical subsistence of Southwest Peoples and their environment. Analyze influences of Southwest Native Peoples in field of ethnography and anthropology. Identify and discuss such leaders as Geronimo, and resistance to contact. Investigate current issues of Southwest Native Peoples, Navaho land disputes, mineral rights, uranium and toxic dump sites.

Weeks 12 & 13

Critical reading of text and other articles. Describe the life ways and relation to hunting and buffalo historically, as well as prehistoric subsistence on the plains. Investigate contact and the coming of the horse. Short paper describing rite of passage rituals in Plains Indians, and ceremonies of revitalization and change at contact. Investigate current issues of plains groups today. Map review.

Week 14

Critical reading of text and other sources. Analyze the film, "Black Robe" for authenticity in portrayal of Northeast Peoples, customs, subsistence, world view. Investigate current political structure of Iroquois today and compare to structure and gender roles in past historically.

Week 15

Critical reading of text and other sources. Comparison of Southeast Native Peoples with Northeast Native Peoples in terms of environment, political organization, gender roles and contact. Investigate French-Natchez relations and demise of the Natchez.

Week 16

Explore modern sources for presentation of Indian issues, politics, conflicts and activism. Meet with local activist(s) to recognize their work. Glimpses of larger national, Pan-Indian issues.

Week 17

Critical readings of text and other sources. Application of material from class, research, anthropological perspectives to self--in terms of ethnocentrism about Native Americans, stereotypes of Native Americans, and ignorance of history of Native Americans. Review the map, diversity of languages, subsistence, environments, political organization, religion, art, gender roles apparent among Native American cultural groups.

COURSE OBJECTIVES:

Weeks 1 & 2

Identify ethnocentrism in self and others; and practice anthropological perspectives of neutrality, cultural relativism, participant observation.

Week 3

Identification of prehistoric and historic tribal groups and their associated culture areas on map of North America, including language, subsistence, descent, political organization, religion, housing, technology of various representative groups. Explain proliferation of socio-linguistic groups in North America. Discuss resource uses and technology, ecological diversity of Native American societies, precontact.

Week 4

Recognize and discuss the impact of Euro-American cultural systems on native peoples. Summarize the responses of native peoples to Euro-American colonization. Investigate stereotypes of Native Americans, and the influences of these stereotypes.

Weeks 5 & 6

Discuss ecological diversity of native adjustment to resources offered by nature; identify hunting strategies and animal resource management. Critically evaluate theories such as cultural ecology, materialism, historical particularism, as they apply to these northern groups.

Week 7

Identify, and describe Northwest Coastal Native Americans, historically and now, and the impact of European and American colonization. Be able to explain a "ranking" system of prestige, redistributions called "potlatches" and the significance of an abundant environment. Ethnography and the northwest coast.

Week 8

Analyze differences in subsistence, culture, technology, by applying theory of cultural materialism, cultural ecology. Recognize influences of Great Basin Peoples on the American west.

Week 9

Discuss abundance of resources in bay area and formation of multiple tribelets and linguistic groups in complex hunter-gatherer societies. Summarize overview of California Native Peoples and cultures associated with geographical regions. Describe and discuss current issues among California Native Americans.

Week 10

Midterm

Week 11

Identify and describe Southwest Native Peoples--their similarities and differences. Summarize history of European and American contact. Investigate current issues of Southwest Native Peoples today. Investigate art & performance of southwest.

Weeks 12 & 13

Investigate stereotypes of Plains Indians as the "American Indian" of books and movies. Analyze film, "Dances with Wolves", for authentic portrayal of Sioux. Analyze gender roles, shamanism, political organization and leadership. Critical reading of text and excerpts from sources about leaders such as Red Cloud, Crazy Horse, Sitting Bull.

Investigate current cultural and environmental issues for Great Plains Peoples.

Week 14

Describe and understand lifeways of Northeast Native Peoples, its relationship to environment historically; analyze gender roles in everyday life and in government. Cross cultural understanding and recognition of diversity of political organizations in historical and modern times among native groups.

Week 15

Describe and understand lifeways of Southeast Native Peoples, in past and today. Compare in a short paper the Hopi Way, the New Religion of the Iroquois and the Harmony Ethic of the Cherokee. Summarize current issues of Southeast Native Peoples.

Week 16

Discuss and describe historical and cultural experiences which have contributed to present-day conditions and issues of native communities. Discuss continuing dynamics of Native American survival and growth. Present findings of research paper to class.

METHODS OF INSTRUCTION:

Lecture: dialogue and discussion; films Reading: text, ethnography, articles, presentation of some materials by student panels

METHODS OF EVALUATION:

The types of writing assignments required:

Written homework

Essay exams

Term papers

The problem-solving assignments required:

Quizzes

Exams

Other: Read/interpret N.Am. maps of cult. areas, etc.

The types of skill demonstrations required:

Class performance

Other: present interactive small group problem/skills

The types of objective examinations used in the course:

Multiple choice

True/false

Matching items

Completion

Other category:

Critical analysis/interpretation of native American cultural resource such as: historic, preserved sites, Costanoan Center, museums, pow-wows

The basis for assigning students grades in the course:

Writing assignments: 10% - 60%

Problem-solving demonstrations: 10% - 60%

Skill demonstrations: 10% - 60%

Objective examinations: 10% - 60%

Other methods of evaluation: 10% - 60%

REPRESENTATIVE TEXTBOOKS:

Hodge, William ^uThe First Americans: Then & Now^s 1994

Oswalt & Neely ^uThis Land Was Theirs^s 5th ed. 1996

Spencer & Jennings ^uThe Native Americans^s 1999 or latest ed.

Sutton, Mark Q ^uAn Introduction to Native North American^s
2000

or other appropriate college-level texts

Ethnographies:

Okla Hannali by R.A. Lafferty 1991. U. of Oklahoma.

Waterlily by Ella Cara DeLoria 1990 U. of nebraska.

Black Eagle Child by Ray A. Youngbear. 1992 U. of Iowa.

Lakota of the Rosebud by Elizabeth Grobsmith.

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: A

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: ANTH

CSU Crosswalk Course Number: 10

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000456060

Sports/Physical Education Course: N

Taxonomy of Program: 220200