

Anthropology 3691  
**Native American Cultures**  
Monday, Wednesday, and Friday  
1:00 PM to 1:50 PM

Classroom: 2165 Blair Hall  
Office: 3153 Blair Hall  
Office Hours:  
8:00-9:00 AM; T (Starbucks)  
12:00-1:00 PM; M, F (3153 Blair Hall)  
2:00-3:00 PM; M, W (3153 Blair Hall)

Instructor: Professor Don Holly  
Email: [dholly@eiu.edu](mailto:dholly@eiu.edu)  
Office Phone: 581-6593

### Course Description

This course surveys Native North American societies at various places and points in time after contact with Europeans. It covers a wide range of topics—history, contemporary issues, aspects of “traditional” culture, and interactions with European-Americans and Anthropologists—as well as the ways that Native Americans have been portrayed and represented in films, ethnographies, scholarly histories, biographies, newspaper clippings, and museum displays.

### Introduction

It would be impossible to cover a people as diverse as Native Americans or a history as rich and complex as theirs in any one course. Scholars have spent entire careers studying merely one group, central issue, or historical period. So rather than reduce the course to an impossibly simplistic survey of Native America, I have structured it in a way that will enable us to examine a range of topics, time periods, and groups simultaneously and in some detail. We'll do this by adopting a series of critical lenses—films, novels, museum displays, ethnographies, and primary documents—that will serve as windows into “Native America.” I realize that this is a somewhat complex strategy but one that I think allows for a rich and varied view of Native America. My hope is that this strategy will help you think critically about Native American culture and history, but also how Native Americans have been studied, viewed, and portrayed by “Others.” Of course, this layered approach makes attending class regularly, keeping up with the reading, and participating in class discussions, necessary for the overall success of the course. Please attend and participate.

### Aims

- ▶ to introduce you to the diversity of Native American societies that exist today and in the past.
- ▶ to introduce you to some aspects of Native American history, especially events that dramatically altered and transformed culture and society and that continue to resonate with Native Americans today.
- ▶ to have you recognize the myriad ways in which Native American culture, history, and peoples have been conceptualized and understood by Others.
- ▶ to prepare you to think critically about important issues in Native American studies and also issues that are important to Native Americans today.

## Assessment

<u>Assignment</u>	<u>% of Grade</u>	<u>Due Date</u>
Research paper draft (3 copies)	10	3/2
Research paper peer review comments	10	3/13
Research paper final version	20	4/17
Exams (3)	20 each (60%)	2/11; 3/27; 5/5 (2:45 PM)

### Assignment Guidelines

#### ► Research Paper (7 pages)

One research paper is due for the course. For this paper I want you to think critically about how Native Americans have been interpreted and portrayed by others (or how Native Americans have portrayed themselves). Former students have examined portrayals of Native Americans in film, in history books, in colonial newspapers, in works of anthropology, in advertising, and in museum displays. There are a lot of options here. What's important is that you think critically about the source of these portrayals (who is doing the interpreting, portraying, and representing); the social, political and historical context of these representations; and the intended audience. I'm open to different research angles, just be sure to come to me with your ideas early in the semester. The final version of the paper is due on April 17<sup>th</sup>. The paper should be well researched and written. In the past, students have told me that the paper they wrote for this class was the best paper they wrote in college. Don't plagiarize!

#### ► Research Paper Review

The first draft of your short paper is due March 2<sup>nd</sup>! Bring three copies of your paper to class that day using the last page of the syllabus as the cover sheet of each draft copy (make photocopies). *Write your name on only one cover sheet. Also, be sure your name does not appear anywhere else in the paper (i.e. headings).* I will quickly read the paper to make sure that you have done the assignment and that the topic is appropriate (worth 10%). I will then distribute copies of your paper to two students in your class who will make suggestions on how you can improve the paper. You'll be asked to do the same. I will assess the quantity and quality of the comments you make on another student's paper; I am grading the reviewer, not the author's work. I am looking for quantity (lots of comments and suggestions) and quality (not simply pointing out spelling errors). Your comments will be anonymous. Your comments are due March 13<sup>th</sup>.

#### ► Exams

Three exams will be given during the course. The exams will cover any material presented in class (films, lectures, discussions) and/or assigned in the readings. Exams typically consist of essay, short answer, matching, and multiple-choice questions. Each exam is weighed equally (20% of grade).

## Required Readings

### ***Due January 26<sup>th</sup>***

Salisbury, Neil (editor)

1997 *The Sovereignty and Goodness of God*. Bedford/St. Martin's (pp. 63-112)

### ***Due March 27<sup>th</sup>***

Hudson, Charles

2003 *Conversations with the High Priest of Coosa*. University of North Carolina Press

### ***Due April 10<sup>th</sup>***

Neihardt, John G.

2004 *Black Elk Speaks*. University of Nebraska Press

## **Policies**

### Exams & Assignments

Exams must be taken on the date specified in the syllabus. Failure to take the exam on the assigned date without adequate forewarning and documented excuse will result in a 10% penalty on the make up. Don't miss the final.

All writing assignments must be typed and double-spaced, employ a standard 10-12 size font, and run the required amount of pages (see specific assignment) not including the bibliography. All cited information must be referenced in a bibliography following the body of the document. I prefer that you use the American Anthropological Association's citation style (see [http://www.aaanet.org/pubs/style\\_guide.htm](http://www.aaanet.org/pubs/style_guide.htm)).

All papers are due on the date specified. Papers will be assessed a 5% penalty for each day late for up to three days following the deadline, after which a failing grade will be assigned for the paper. Papers should be handed directly to me or to the department secretary on the date due and before 4:00 PM. Emailed papers will not be accepted; please hand me a hard copy. Save a copy!

*The paper must represent an original piece of work by the student. I do not tolerate plagiarism; if you are unsure how to properly cite or reference a piece of work please come and see me.*

*I do not give extra credit.*

### Classroom Environment

A significant portion of the exams is based on material presented and discussed in class. As such, I could not imagine how a student could do well in the course without regularly attending class. More importantly, your presence and active participation simply makes for a better course. Your classmates and I are counting on you. I also encourage you to come see me during office hours. This time has been set aside for you. You are also welcome to drop by my office outside of office hours. Feel free to come with questions and concerns or simply to chat. I can also be reached on my office phone (typically on class days) or through email (although I'd prefer to talk with you in person). Don't be a stranger!

### Disabilities Statement

Students with documented disabilities are encouraged to contact the Office of Disability Services (581-6583) if they wish to discuss any necessary academic accommodations.

### Medical Emergency Statement

For medical emergencies, go to the nearest phone and call 911. All faculty offices have telephones and during normal business hours (8-12 & 1-4:30), the Sociology Office (Blair 3170) is open. Be sure to state the floor and room number of the emergency to the 911 operator. If possible, someone should go to the central entrance of Blair Hall to direct EMS personnel to the medical emergency scene. If the medical emergency is on the second or third floor, someone else should hold the elevator on the first floor for EMS use.

### Tornado Statement

In case of a tornado warning, proceed to the center of the hallway on the first floor, near the posted severe weather signs. Under no circumstances should you attempt to leave the building.

### Building Fire Statement

In case of fire, activate the fire alarm and exit the building. When a fire alarm sounds, everyone must exit the building and cannot re-enter the building until allowed by the building coordinator or fire department official. Fire alarms are located at the north and south ends of the corridors just inside the fire doors. The closes exits for all classrooms in Blair are on the north and south ends of the building. Under no circumstance should the elevator be used. Group assembly areas for all classes in Blair are either on the patio area between Blair and Old Main or on the southeast corner of the North Quad. As you exit the building, continue moving well away from the exits so that you do not impede the egress of other students of the work of fire officials. Move a safe distance away from the building.

## Class Schedule

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<u>date</u>	<u>topic &amp; assignment</u>
12 January	1492
14 January	origins
16 January	pocahontas
19 January	<b>no class (MLK Jr. birthday)</b>
21 January	before the mayflower and after
23 January	king philip's war
26 January	<b>sovereignty discussion</b>
28 January	bingo!
30 January	smoke
2 February	iroquois i
4 February	iroquois ii
6 February	the "original" red indians
9 February	black hawk down
11 February	<b>exam I</b>
13 February	<b>no class (Lincoln's birthday)</b>
16 February	exam review & <b>research paper discussion (meet in library)</b>
18 February	hózhó
20 February	pueblos
23 February	<b>no class (Abe Lincoln)</b>
25 February	revolt!
27 February	anthropologists and the southwest
2 March	north(s); <b>papers due (first draft)</b>
4 March	kotzebue 2002
6 March	peer review process; <b>papers returned</b>
9 March	hunting humans
11 March	beaver hats, copper kettles, & god
13 March	fighting with property; <b>comments due</b>
16-20 March	<b>no class (spring break)</b>
23 March	lords of the southeast; <b>comments returned</b>
25 March	trail of tears
27 March	<b>exam II; finish "conversations" before exam</b>
30 March	exam review & truth in fiction; <b>"conversations" discussion</b>
1 April	guns and horses
3 April	<b>no class (prof Holly @ Central States Anthropological Society Meetings)</b>
6 April	okipa
8 April	wounded knee i
10 April	being indian, being black elk; <b>black elk discussion</b>
13 April	assimilation i
15 April	<i>film</i> : Nanook of the North
17 April	use your illusion; <b>final papers due</b>
20 April	ishi
22 April	wwii, termination, assimilation ii
24 April	wounded knee ii
27 April	<i>film</i> : in whose honor?
29 April	mascots & marketing; evaluations
1 May	apology
5 May (Tuesday)	<b>exam III (2:45 PM)</b>

**Some Journals with Native American Content**  
(some web sites listed below have links to the contents of back issues)

**LOOK HERE FIRST**

EIU'S PERIODICAL/DATABASE LIST: <http://www.library.eiu.edu/eresources/welcome.html>  
PROJECT MUSE: <http://muse.jhu.edu/>  
JSTOR: <http://www.jstor.org/>  
America History and Life: [http://sb1.abc-clio.com:81/active/start?\\_apname=serials](http://sb1.abc-clio.com:81/active/start?_apname=serials)

**GENERAL JOURNALS**

Ethnohistory  
<http://muse.jhu.edu/journals/ethnohistory/>  
American Indian Quarterly (AIQ)  
[http://muse.jhu.edu/journals/american\\_indian\\_quarterly/](http://muse.jhu.edu/journals/american_indian_quarterly/)  
American Indian Culture and Research Journal  
<http://www.books.aisc.ucla.edu/aicrj.html>  
American Anthropologist  
See JSTOR  
First Nations Periodical Index [lots of stuff!!!]  
<http://www.lights.com/sifc/>  
Indian Country Today (Newspaper)  
<http://www.indiancountry.com/> [great for current events]

**MORE SPECIALIZED JOURNALS**

Northeast Anthropology (formerly Man in the Northeast)  
[http://www.albany.edu/northeast\\_anthropology/](http://www.albany.edu/northeast_anthropology/)  
Arctic Anthropology  
<http://aa.uwpress.org/>  
Études/Inuit/Studies  
<http://www.fss.ulaval.ca/etudes-inuit-studies/>  
Kiva: Journal of Southwestern Anthropology and History;  
<http://www.altamirapress.com/RLA/Journals/Kiva/BackIssues.shtml>  
Plains Anthropologist  
<http://www.ou.edu/cas/archsur/plainsanth/pa/pa.htm> [see index]  
Northwest Anthropological Research Notes  
<http://www.coyotepress.com/narn.html>  
Canadian Journal of Native Studies  
<http://www.brandonu.ca/Library/CJNS/>  
Journal of California and Great Basin Anthropology  
<http://www.coyotepress.com/page16.html>  
Journal of American Indian Education  
<http://jaie.asu.edu/>  
Wicazo sa review  
<http://muse.jhu.edu/journals/wic/>

**OTHER REFERENCE MATERIAL**

Also check out the *Handbook of North American Indians* book series by the Smithsonian [E77 H25]

## Research Paper Title Page

### INSTRUCTIONS

- \*Use this page as the cover page on each of the three copies of your 1<sup>st</sup> draft
- \*Put your name on the bottom of this page BUT only on one copy (the one for me)
- \*Make sure your name does not appear anywhere else in the document
- \*Please staple each copy

## Native American Cultures Anthropology 3691

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Paper Title:

Author Code:  
(leave blank)

Reviewer Code:  
(leave blank)

Author of Research Paper:  
(write your name here—ONLY HERE—and only on one copy)