

ANT 3691 (Section 1; FALL 2019. 3cr)

## **Native North America**

Monday, Wednesday, and Friday  
9:00 to 9:50 AM

Classroom: 3103 Blair Hall

Office: 3153 Blair Hall

Office Hours:

12:00-1:00 PM; M, W, F (3137 Blair Hall)

3:00 PM -4:00 PM; M (3137 Blair Hall)

Instructor: Professor Don Holly

Email: dholly@eiu.edu

Main Office: 581-3123

### **Course Description**

This course is a survey of the Native American experience in North America after 1492. The course covers a wide range of topics, including the history of relations with European-Americans, contemporary issues, aspects of “traditional” culture, culture change, and the representation of Native Americans.

### **Introduction**

It would be impossible to cover a people as diverse as Native Americans and a history as rich and complex as theirs in one course. Indeed, scholars have spent their entire careers studying merely one group, central issue, or historical period. So rather than reduce the course to an impossibly simplistic survey, I have structured it in a way that will enable us to explore a range of topics, time periods, and groups simultaneously and in some detail. We will do this by adopting a series of lenses—films, novels, museum displays, ethnographies, and primary documents—as a way to critically study and examine Native America. My hope is that this strategy will give you some understanding of Native American culture and history, as well as how Native Americans have been represented.

### **Learning Objectives**

- demonstrate a broad knowledge of Native American cultural diversity and history
- apply anthropological understandings and analyses of culture to the study of Native American societies
- inquire, collect, and critically assess information regarding the representation of Native Americans in various mediums (novels, film, scholarly work, art, etc.)
- engage with and understand diverse perspectives on Native American experiences, history, and public policy
- situate the unfolding of Native American history and associated understandings of Native Americans within broader social, political and intellectual contexts

## Assessment

<u>Assignment</u>	<u>% of Grade</u>	<u>Due Date</u>
research paper 1 <sup>st</sup> draft (3 copies)	10	10/9
research paper peer review comments	5	10/23
research paper final version (7 pages)	25	11/20
exams (3)	20 each (60%)	9/18; 11/4; 12/10 (8am)

### grading scale

A: 100-90; B: 89-80; C: 79-70; D: 69-60; F: 59-0

### Assignment Guidelines

#### ► Research Paper (7 pages)

You will write one research paper for this class. For this paper I want you to conduct original research on how Native Americans have been portrayed by others (or how Native Americans have portrayed themselves). Former students have looked at how Native Americans are represented in specific works of film, in popular books, colonial newspapers, scholarship, advertising, museum displays, and monuments. There are a lot of options here. What's important is that you 1) conduct original research (don't simply rely on what others have said or done) and 2) try to critically understand these representations. With regard to the latter, consider the "author" (the writer, film director, museum curator, etc.) of the representation, the social, political and historical context of these representations, and the intended audience. I'm open to different ideas, just be sure to come to me early in the semester with them. The paper should be well written and researched. Consult scholarly journals and other reputable sources. Some students have told me that the paper they wrote for this class was the best paper they wrote in college. This is what you should aspire to.

#### ► Research Paper Draft & Review

The first "draft" of your paper is due **October 9th** (!). Don't be deceived by the word "draft" here—this should be the best paper you could give me at this point (well-researched, written, and polished). Upload your draft to D2L. **DO NOT TYPE YOUR NAME ANYWHERE ON THE PAPER.** I will know who wrote it by who uploaded it. I will read the paper to make sure that you have done the assignment and that the topic is appropriate (worth 10%). I will also distribute copies of your paper to two students who will make suggestions on how you can improve it. You'll be asked to do the same—to review two papers written by students in your class. I will then grade your review of their first drafts (worth 5%). I am assessing the quantity (lots of comments and suggestions) and quality (not simply pointing out spelling errors) of your review. I will try my best to ensure the anonymity of the authors that wrote the papers and those that reviewed them. Your review of students' work is due **October 23rd**.

#### ► 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 will consist of essay, short answer, matching, and multiple-choice questions. Each exam is worth 20% of the course grade.

## Required Readings

### ***read before exam I***

Salisbury, Neil (editor)

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

### ***read before exam II***

Neihardt, John G.

2004 *Black Elk Speaks*. University of Nebraska Press (entire book)

### ***read before exam III***

Smith, Paul Chaat

2009 *Everything you know about Indians is wrong*. University of Minnesota Press (entire book)

## Class Schedule

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<u>date</u>	<u>topic &amp; assignment</u>
19 August	1492
21 August	pocahontas
23 August	before and after the mayflower
26 August	king philip's war
28 August	bingo!
30 August	smoke
2 September	<b>no class: labor day</b>
4 September	iroquois i
6 September	iroquois ii
9 September	beaver hats, black robes, and cannibal monsters
11 September	<i>film</i> : being innu
13 September	the beothuk
16 September	fighting, and with property; <b>finish "sovereignty" before exam</b>
18 September	<b>exam I</b>
20 September	<b>no class: prof traveling</b>
23 September	on the goodness of god (book discussion)
25 September	<b>no class: prof @ U. Toronto</b>
27 September	hózhq
30 September	pueblos
2 October	revolt
4 October	geronimo, geronimo, geronimo!
7 October	stealing southwest
9 October	arctic rocks and bodies; <b>papers due (first draft)</b>
11 October	<b>no class: fall break</b>
14 October	hunting humans
16 October	kotzebue 2002
18 October	tricksters & <b>papers returned &amp; peer review process</b>
21 October	lords of the southeast
23 October	trail(s) of tears; <b>reviewers' comments due</b>
25 October	black hawk's war
28 October	guns and horses
30 October	okipa; <b>comments returned to authors</b>
1 November	wounded knee i; <b>finish "black elk" before exam; deadline to withdraw</b>
4 November	<b>exam II</b>
6 November	being indian, being black elk (book discussion)
8 November	assimilation i
11 November	berdache/two spirits (assimilation ii)
13 November	use your illusion i
15 November	ishi
18 November	wwii, termination, assimilation iii
20 November	wounded knee ii; <b>final papers due</b>
22 November	<b>no class: prof traveling</b>
25-29 November	<b>no class: thanksgiving break</b>
2 December	use your illusion ii
4 December	<i>film</i> : sweating indian style
6 December	looking ahead & apologies; <u>evaluations</u>
10 December (tues)	<b>exam III (8:00am); finish "everything you know" before exam</b>

## Policies

### 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 makeup. 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. If you cite anything, it must be referenced in a bibliography following the body of the document. I prefer that you use the author-date (Harvard) citation style. For example, an in-text citation should read: The flatlanders are a matrilineal, matrilocal, horticultural people that inhabit the plains of Chicagoland (EastFarmer 2016). Then, include the full reference in the bibliography:

EastFarmer, S.

2016 *The Flatlanders*. Free City Press, The Free City.

(see [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)) for more information and examples.

All papers are due on the date specified. Papers will be assessed a 5% penalty for each day late for up to four days following the deadline. Upload your paper to D2L. Don't email me your paper.

***There are no opportunities for extra credit.***

### Academic Integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct <http://www.eiu.edu/judicial/studentconductcode.php>. I report violations to the Office of Student Standards. TIP: if pressed, write a bad paper or even fail, but never cheat.

### Classroom Environment

A significant portion of your course grade is based on material presented in class, and many years of teaching and data tells me students who do not attend class do poorly in the course. Your presence and active participation also makes for a better course. Your classmates and I are counting on you to be in class and to participate.

The classroom is a wonderful place to share ideas and debate. Respect this sacred space: be civil and sensitive to other's viewpoints; also, be willing to take criticism.

Don't use your cell phones in class. They are a distraction to everyone (especially you).

Please 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. Come with questions, concerns, advice or just to chat.

### Student Success Center

Struggling with school work? See me and/or contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)). The Student Success Center provides individualized consultations. To make an appointment, call 581-6696 or go to 9<sup>th</sup> Street Hall, Room 1302.

### Disabilities Statement

If you are a student with a documented disability in need of accommodations please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Stop by Ninth Street Hall, Room 2006, or call 581-6583.

### Emergency Statement

For medical emergencies, call 911. In the event of a tornado warning, proceed to the center of the hallway on the first floor. Do not leave the building. If there's a fire, activate the fire alarm and exit the building. If there's an undead pandemic, muster in my office for the distribution of weapons. I get the Kayapo war club.

## **Journals & Resources**

### **LOOK HERE FIRST**

CUSTOM WEB PAGE FOR COURSE: <http://booth.eiu.edu/natam>

EIU'S ARTICLE DATABASE: <https://www.library.eiu.edu/eresources/index.php>

PROJECT MUSE: <http://muse.jhu.edu/>

JSTOR: <http://www.jstor.org/>

INDIGENOUS STUDIES PORTAL: <http://iportal.usask.ca/>

### **GENERAL JOURNALS**

Ethnohistory

<http://ethnohistory.dukejournals.org/>

<http://muse.jhu.edu/journal/61>

American Indian Quarterly (AIQ)

<http://muse.jhu.edu/journal/2>

American Indian Culture and Research Journal

<http://uclajournals.org/loi/aicr?code=ucla-site>

American Anthropologist

See JSTOR

Indian Country Today (Newspaper)

<https://indiancountrymedianetwork.com/>

Native News/Internet resource

<http://www.pechanga.net/>

### **REGIONAL & SPECIALIZED JOURNALS**

Northeast Anthropology (formerly Man in the Northeast)

[http://www.albany.edu/northeast\\_anthropology/index.htm](http://www.albany.edu/northeast_anthropology/index.htm)

Arctic Anthropology

<http://aa.uwpress.org/>

Études/Inuit/Studies (the Arctic)

<http://www.etudes-inuit-studies.ulaval.ca/en>

Kiva: Journal of Southwestern Anthropology and History

<http://www.tandfonline.com/loi/ykiv20>

<http://www.jstor.org/journal/kiva>

Plains Anthropologist

<http://www.tandfonline.com/loi/ypan20>

Journal of Northwest Anthropology

<http://www.northwestanthropology.com/abstracts.php>

Journal of California and Great Basin Anthropology

<http://www.malkimuseum.org/journals.htm>

Native South

<https://muse.jhu.edu/journal/475>

American Indian Law Review

<https://www.law.ou.edu/content/american-indian-law-review-2>

Journal of American Indian Education

<https://jaie.asu.edu/>

Wicazo sa review (literary criticism mostly)

<http://muse.jhu.edu/journal/207>

### **OTHER REFERENCE MATERIAL**

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