

# Native North American Cultures

## ANTH 390B

Spring 2016  
Asbury Hall 220  
M/W/F 12:30-1:30

Instructor: Dr. Clark Sage  
clarksage@depauw.edu  
Office Hours: Asbury Hall 104  
W 10:30-11:30

### Course Description:

This course will introduce students to the diversity of Indigenous cultures of North America from the American anthropological tradition, which is founded on a four sub-field approach (sociocultural, archaeology, biophysical, and linguistic). Lectures will draw from these sub-fields to provide historical and cultural context in order to ground the readings and discussions in our exploration of the unique and specific cultural traditions around North America. Fundamental concepts of sociocultural anthropology are presented throughout the course to serve as a means for understanding Indigenous cultures. The immense amount of geographic space and number of societies will be managed with the use of the culture area concept. While this device is somewhat arbitrary in its division of space and societies, it is useful for both relativistic and comparative study as we consider how different societies developed in relation to social organization, culture, and ecology.



# Course Objectives:

## During this course, you will learn:

- about the diversity of Indigenous cultures in North America,
- how the interrelationship between society, culture, and environment shaped the lives of Native peoples,
- how anthropologists have studied Native cultures over the years, and
- what are some contemporary issues facing Native Americans today

## These objectives will be achieved through:

- critical reading/analysis of the literature, ethnographic film, and material culture,
- engaging with your professor and peers in classroom discussions and activities, and
- six take-home essay “exams”

## To be successful in these objectives you are expected to:

- attend class regularly,
- actively participate in the class discussions, activities, and readings, and
- conduct readings, research, and writing in a timely manner to complete your essays

# Course Structure:

Classes will be a mixture of lecture and discussion of the topics and readings. At times, ethnographic films/clips may be shown to illustrate or expand on examples presented. Each week will be devoted to a different culture area. Lectures will provide an overview of that week’s culture area and present a specific culture as an exemplar and/or theoretical approach to studying Indigenous cultures. Readings for each week will be on specific cultural phenomena or theoretical approaches to supplement examples presented in lecture. Discussions then, will be devoted to comparing and contrasting the examples of Native cultures and discussing the variety of approaches anthropologists have taken over the years in studying Native cultures. While the bulk of the course will focus on Native cultures from pre-contact to roughly the start of the twentieth century, the last two weeks will be devoted to addressing contemporary issues of Native North America.

## Readings:

Five ethnographies are required for this course:

1. Balikci, Asen. The Netsilik Eskimo. Waveland Press.
2. Basso, Keith. Cibecue Apache. Waveland Press.
3. Holder, Preston. The Hoe and the Horse on the Plains.
4. Levi-Strauss, Claude. The Way of the Masks. University of Washington Press.
5. Trigger, Bruce. The Huron: Farmers of the North. Harcourt Brace Jovanovic College Publishers.

The bookstore has these in stock, and you should easily be able to find them in the library/ILL or as used texts online.

Additional readings will be available on the class Moodle site as PDF documents.

# Coursework:

## Written Assignments:

Over the course of the semester you will have six essays to complete in which you will consider the various cultures and anthropological concepts we will be exploring. You should expect to write about 4-6 pages (double-spaced, 11pt. font) for each essay. Generally, these will address the culture areas we discussed over the previous two weeks, but may also draw on material from other weeks past as the semester progresses. We will formulate the final question/topic for each essay over the course of the approximate two weeks together, based on lecture materials, class discussions, and student interests/questions. You will then have one week to construct a thoughtful and critical essay addressing the topic(s)/question(s). Therefore, if you are attending class regularly, keeping up with the readings, participating in discussions, and asking questions, you should have little trouble formulating a thoughtful response. Once the question/topic for the essay has been finalized, you will have two weeks to submit your essay via Moodle as a PDF document.

## Discussions:

Since this is an upper-level course, and we are fortunate to have a small class-size, my expectation is that we will have the opportunity for some great discussions over the course of the semester.

# Grading:

The course requirements will be weighted as follows:

- Participation in class/discussions - 10%
- 6 take-home “essay exams” -
  - Essay #1 - (15%)
  - Essay #2 - (15%)
  - Essay #3 - (15%)
  - Essay #4 - (15%)
  - Essay #5 - (15%)
  - Essay #6 - (15%)

## Late Policy:

All assignments are to be submitted via Moodle by the date & time indicated. Late submissions will be assessed a penalty of 5% each day past the due date.

## Attendance Policy:

**Attendance is important.** The readings for each week are meant to introduce and compliment topics we will be discussion that week, and are not a substitute for attending class.

Plus, you'll miss out on the fun we will be having!

I understand that things happen and arise in our lives – illness, family obligations, religious holidays. Please let me know, as soon as possible, if you will be unable to attend class so we can make sure that you receive relevant notes, materials, etc. In the event of extenuating circumstances (prolonged illness, family emergency, etc.) you will need to inform me of the situation, as soon as possible, so that we can make appropriate arrangements.

## **Student Support and Services:**

I make every effort to support my students in any way that I can, both in and out of class. I want you to succeed. My office is always open and I try to respond to emails as quickly as possible. Please do not hesitate to contact me or visit me in my office at any time. We all learn differently, and I try to incorporate as many different styles as possible. If you are having trouble with a topic come see me and I'll work with you to understand the concept. My wife taught for several years at a school dedicated to students with learning differences, and I am very sensitive to differentiated teaching methods and challenges that we all face in learning. Beyond my capabilities to help my students, it has been my experience that DePauw University has a wonderful resource and support system for students with specific learning differences and I encourage you to take advantage of them if need be.

“DePauw University is committed to providing equal access to academic programs and university-administered activities with reasonable accommodations to students with documented disabilities. If you believe you may need an accommodation based on the impact of a disability or learning challenge you are strongly encouraged to contact Student Disability Services (SDS) for information on how to receive accommodations and support. Accommodations cannot be implemented until the faculty member has received the official ADA letter. It is critical that you discuss the accommodations specified in your letter with each faculty member receiving the letter. Accommodations are not retroactive. Students with documented disabilities have the right to choose not to use accommodations, and in exercising that right, they accept the resulting outcomes. This means that faculty members are under no obligation to retroactively address any issue arising from students' choices to forgo accommodations.” Student Disability Services is located in the Memorial Student Union Building, suite 200. 765.658.6267 or - [studentdisabilityservices@depauw.edu](mailto:studentdisabilityservices@depauw.edu)”

I am more than willing to discuss any of your writing assignments before you submit them (with reasonable time before the due date). Feel free to email/visit to ask questions, throw around some ideas, and/or show me a draft; again, with reasonable time. You may also find general help with the writing process for your assignments at the ARC, and I also encourage you to take advantage of this to improve your writing skills.

DePauw University provides students with resources to aid them in the writing process through the Writing Center (W-Center), located in the Academic Resource Center (Asbury Hall, Room 115). More information regarding these services may be found on their website (<http://www.depauw.edu/academics/academic-resources/academic-resource-center/w-center/>).

## **Do's & Don'ts:**

### **Laptops & Cellphones:**

DePauw has no official policy regarding laptop and cell phone use in the classrooms. Therefore, it is left to the instructor to decide. Turn your cell phone to vibrate and put it away during class – it's that simple. It is distracting and disrespectful to your classmates and instructors to text, play games and/or receive calls during class. Laptops are permitted for note taking purposes only, not checking email, working on other assignments, playing games, etc. Students found to be doing such things will lose this privilege. If multiple people are abusing their privileges the entire class will lose laptop privileges.

### **Academic Integrity:**

Each student in this course is expected to abide by the DePauw University Code of Academic Integrity (<http://depauw.edu/handbooks/academic/policies/integrity/>). Any work submitted by a student in this course for academic credit is expected to be the student's own work. You are definitely encouraged to study and work together to discuss information and concepts covered in lecture, and come to office hours in groups to discuss the material. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work for submission done by someone else, in any format. Should copying/plagiarism occur, both the student who copied work from another student and the student who gave material to be copied will automatically receive a zero for the assignment. Penalty for violation of this Code may also be extended to include failure of the course and University disciplinary action.

### **Professor's Disclaimer:**

I retain the right to modify the syllabus (with ample notice) during the semester to reflect the needs and interests of the class.

# Week 1: Introduction (Feb. 1, 3, 5)

## Readings:

### Wednesday:

Boas, Franz. 1966. Introduction. *In*, Handbook of American Indian Languages. J.W. Powell and Franz Boas, eds. Pp.1-79. Lincoln: University of Nebraska Press.

### Friday:

Wissler, Clark. 1927. The Culture-Area Concept in Social Anthropology. *American Journal of Sociology*. Pp.881-891.

## Topics:

- Native America as the foundation & laboratory of American anthropology
- Classification through linguistics and the culture area concept
- Ethical concerns for anthropological research in Native America



Clark Wissler's Culture Area Map (1948)



Mountain Chief (Blackfeet) listening to phonograph with ethnologist Frances Densmore (1916)



Linguistic families of Native North America  
Ives Goddard (1999)

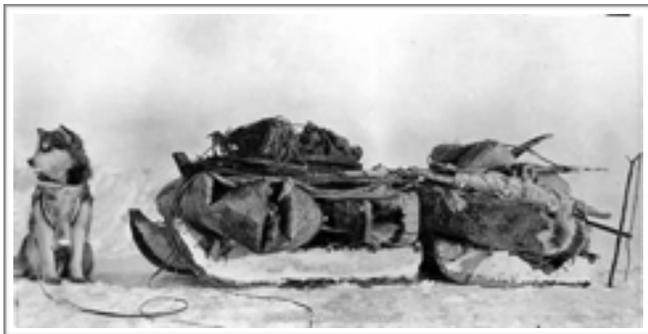
# Week 2: The Arctic (Feb. 8, 10, 12)

## Readings:

Balikci, Asen. 1970. *The Netsilik Eskimo*. Prospect Heights, IL: Waveland Press. (Read: PART III: Man and Society: Social Tensions. Pp. 147-193. & PART IV: Man and the Supernatural. Pp. 197-238)

## Topics:

- Netsilik Inuit
- Material culture
- Environmental adaptation



# Week 3: The Subarctic (Feb. 15, 17, 19)

## Readings:

### Monday:

Smith, David M. 1998. An Athapaskan Way of Knowing: Chipewyan Ontology. *American Ethnologist*, 25(3): 412-432.

Hallowell, A. Irving. 2002. Ojibwa Ontology, Behavior, and Worldview. In, *Readings in Indigenous Religions*. Graham Harvey, ed. New York: Continuum. Pp.18-49.

### Wednesday:

Carlson, Nathan D. 2009. Reviving Witiko (Windigo): An Ethnohistory of “Cannibal Monsters” in the Athabasca District of Northern Alberta, 1878–1910. *Ethnohistory*, 56(3): 355-394.

### Friday:

Roberts, Strother E. 2010. Trans-Indian Identity and the Inuit “Other”: Relations between the Chipewyan and Neighboring Aboriginal Communities in the Eighteenth Century. *Ethnohistory*, 57(4): 597-624.

## Topics:

- Chipewyan
- Northern Ojibwa
- Ethnohistory
- Ontology



# Week 4: The Northeast (Feb. 22, 24, 26)

## Readings:

Trigger, Bruce G. 1990. *The Huron: Farmers of the North*. Philadelphia: Harcourt Brace Jovanovich College Publishers.

## Topics:

- Huron
- Iroquois
- Tutelo
- Effects of European contact & colonialism



# Week 5: The Southeast (Feb. 29, Mar. 2, 4)

## Readings:

### Wednesday:

Fogelson, Raymond. 1980. Windigo Goes South: Stoneclad among the Cherokees. *In*, Manlike Monsters on Trial: Early Records and Modern Evidence, Marjorie M. Halpin and Michael M. Ames, eds. Vancouver: University of British Columbia Press. Pp. 132–151.

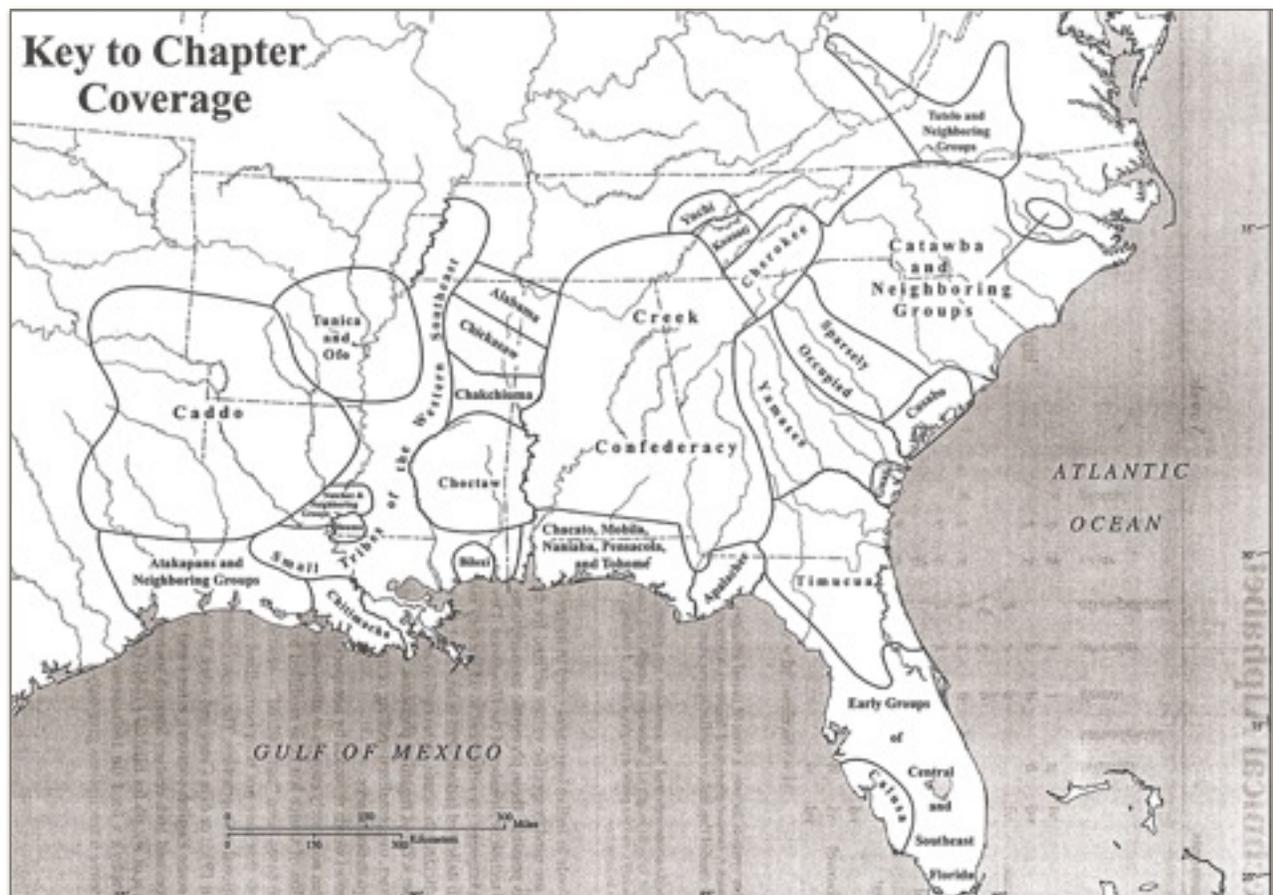
### Friday:

Fogelson, Raymond. 1971. The Cherokee Ballgame Cycle: An Ethnographer's View. *Ethnomusicology* 15(3): 327-338.

Herndon, Marcia. 1971. The Cherokee Ballgame Cycle: An Ethnomusicologist's View. *Ethnomusicology* 15(3): 339-352.

## Topics:

- Cherokee
- Ethnomusicology





# Week 7: The Plateau (Mar. 14, 16, 18)

## Readings:

### Monday:

Hunn, Eugene. 1996. Columbia Plateau Indian Place Names: What Can They Teach Us? *Journal of Linguistic Anthropology*, 6(1): 3-26.

### Wednesday:

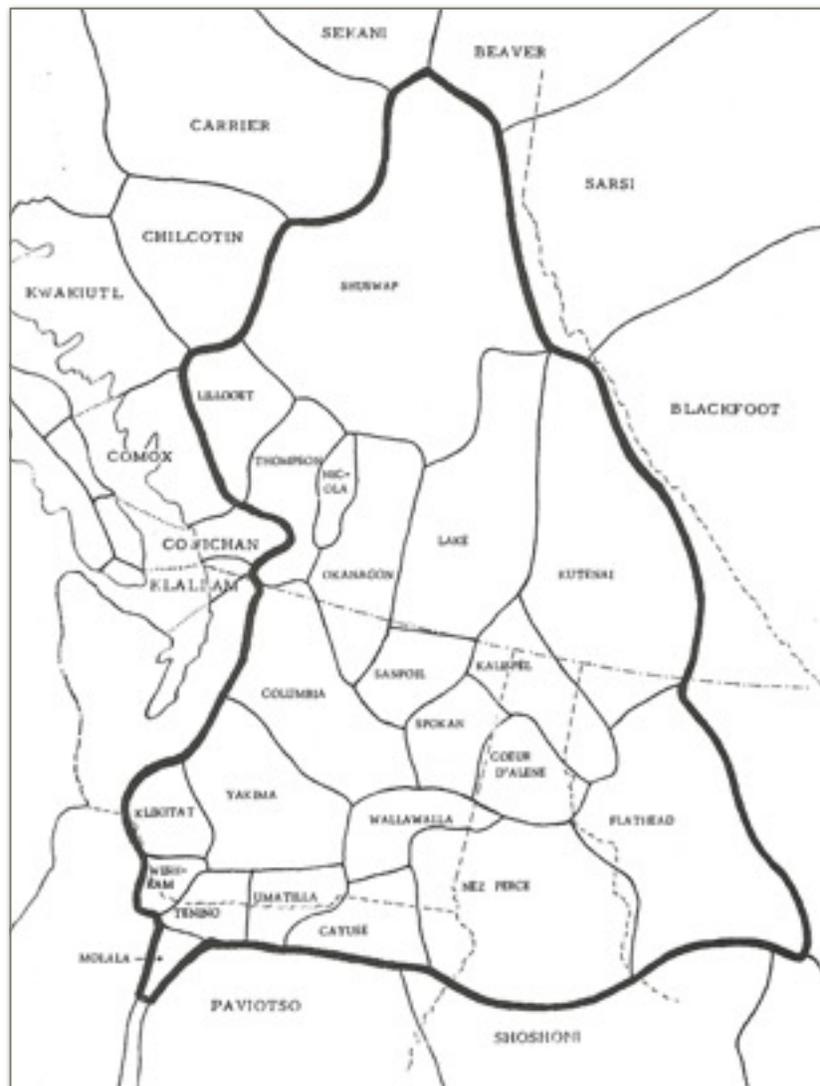
Vibist, Elizabeth. 1995. "The Natives Were Strong to Live": Reinterpreting Early-Nineteenth-Century Prophetic Movements in the Columbia Plateau. *Ethnohistory*, 42(2): 197-229.

### Friday:

Boas, Franz, ed. 1917. *Folk-Tales of Salishan and Sahaptin Tribes*. New York: G.E. Stechert & Co. (selected stories)

## Topics:

- Folklore
- Prophetic & revitalization movements



# Week 8: Spring Break (Mar. 21, 23, 25)



# Week 9: The Great Basin (Mar. 28, 30, Apr. 1)

## Readings:

### Wednesday:

Steward, Julian H. 1939. Changes in Shoshonean Indian Culture. *The Scientific Monthly* 49(6): 524-537.

Stoffle, Richard W., Lawrence Loendorf, Diane E. Austin, David B. Halmo, and Angelita Bullets. 2000. Ghost Dancing the Grand Canyon Southern Paiute Rock Art, Ceremony, and Cultural Landscapes. *Current Anthropology*, 41(1): 11-38.

### Friday:

Mason, Otis T. 1904. Aboriginal American Basketry: Studies in a Textile Art Without Machinery. *In*, Annual Report of the Board of Regents of the Smithsonian Institution. Washington: Government Printing Office. Pp. 171-548. [DON'T PANIC! YOU DON'T HAVE TO READ THE WHOLE THING]

## Topics:

- Shoshone
- Paiute
- Cultural ecology



# Week 10: The Southwest (Apr. 4, 6, 8)

## Readings:

Basso, Keith H. 1986. The Cibecue Apache. Prospect Heights, IL: Waveland Press.

## Topics:

- Western Apache
- Tewa
- Pueblo nations
- Landscape & place - ethnogeography



# Week 11: The Northwest Coast

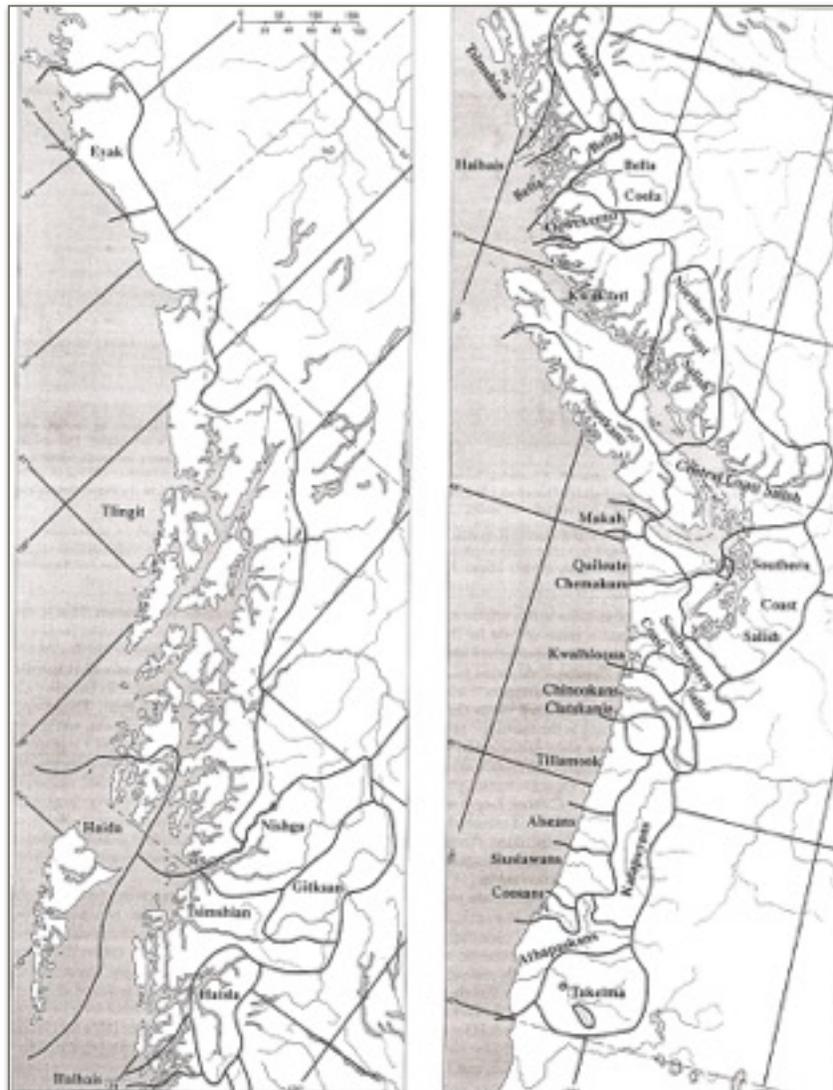
(Apr. 11, 13, 15)

## Readings:

Lévy-Strauss, Claude. 1982. *The Way of the Masks*. Seattle: University of Washington Press.

## Topics:

- Kwakiutl
- Structuralism





# Week 13: Contemporary Native America

(Apr. 25, 27, 29)

## Readings:

### Monday:

Kirsch, Stuart. 1997. Lost Tribes: Indigenous People and the Social Imaginary. *Anthropological Quarterly*, 70(2): 58-67.

Herle, Anita. 1994. Dancing Community: Powwow and Pan-Indiansim in North America., *The Cambridge Journal of Anthropology*, 17(2): 57-83.

### Friday:

Biolsi, Thomas. 2005. Imagined Geographies: Sovereignty, Indigenous Space, and American Indian Struggle. *American Ethnologist*, 32(2): 239-259.

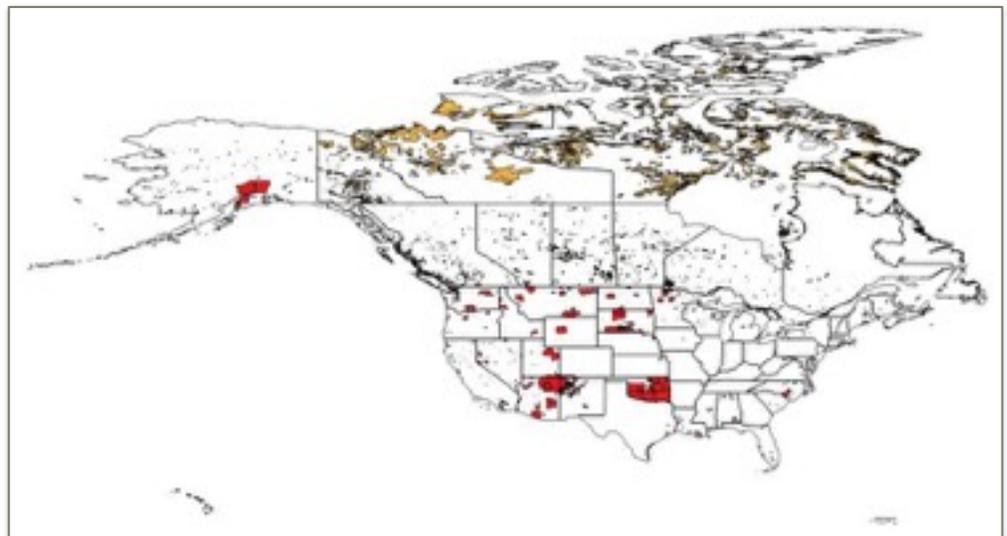
## Topics:

- Cultural resistance
- Pan-Indian identity
- Recognition
  - federal vs. state; blood quantum; traditional vs. progressive
- Socio-economic conditions

ATTENTION! PER TRIBAL ORDINANCE 88.01 ALCOHOL IS NOT ALLOWED ON THE PINE RIDGE INDIAN RESERVATION

## THE BATTLE FOR WHITECLAY

A DOCUMENTARY FEATURING INDIAN ACTIVISTS FRANK LAMERE, DUANE MARTIN SR. AND RUSSELL MEANS.



Contemporary reservations, reserves, and tribal lands of the United States and Canada

# Week 14: Contemporary Native America

(May 2, 4, 6)

## Readings:

### Monday:

Archambault, JoAllyn. 1993. American Indians and American Museums. *Zeitschrift für Ethnologie*, 118(1): 7-22.

Scheper-Hughes. 2001. Ishi's Ashes: Anthropology and Genocide. *Anthropology Today*, 17(1): 12-18.

### Wednesday:

Fair, Rhonda S. 2000. Becoming the White Man's Indian: An Examination of Native American Tribal Web Sites. *Plains Anthropologist*, 45(172): 203-213.

Explore this website: <http://nativeappropriations.com>

### Friday:

Mesteth, Willmer, Darrell Standing Elk, and Phyllis Swift Hawk. 1993. Declaration of War Against Exploiters of Lakota Spirituality. <http://www.aics.org/war.html>

U.S. Congress. 2012. Public Law 101-477: Native American Languages Act. *Journal of American Indian Education*, 51(3): 9-11.

## Topics:

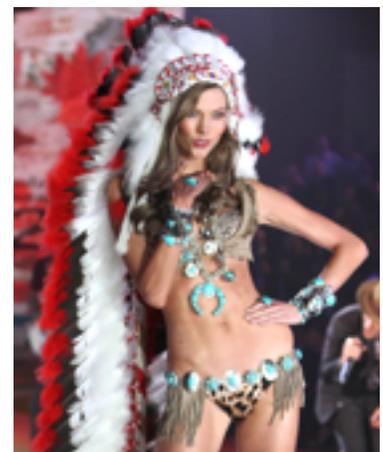
- Representation in museums & academia
- Representation in pop culture & media
- Appropriation (culture, history)
- Asserting identity(s) today



Senator Ben Nighthorse Campbell  
(R-Colorado)



Navajo Code Talkers, WWII Veterans



# Week 15: Semester Recap (May 9, 11)

## Readings:

No readings this week. We will use Monday to tie up any loose ends or explore a special topic of interest, and Wednesday will be a recap of the semester and general discussion.

## Topics:

- Monday - Tie up loose ends, or explore a special topic of interest to the class.
- Wednesday - Semester recap and general discussion.

