

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by:	CSU AREA F APPROVAL	Date:	12/17/2019
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Department	Subject	Course Number	Title
Anthropology	Anthropology ANTH	105	North American Indians (formerly ANTH-103A)
Ethnic Studies	Ethnic Studies ETHS	105	North American Indians

Units/Hours

- Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
- Each laboratory unit requires 3 hours per week of class time.
- Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lecture Units	Total Units
3.00	3.00
Lecture Contact Hours	Total Contact Hours
48.00 - 54.00	48.00 - 54.00
Lecture Homework Hours	
96.00 - 108.00	

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

B2 SOCIAL & BEHAVIORAL SCIENCES F DIVERSITY
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General Education Justification:

This course meets requirements for Area B2 (Social and Behavioral Sciences) because it examines the diversity of Indigenous societies across the continent of North America, comparing their language, subsistence, economics, and other features and the behavior of Indigenous North Americans in relation to social, political, and economic institutions (GELO 1: Examine complex issues and discover the connections and correlations among ideas to advance toward a valid independent conclusion). This class also investigates the cultural practices of Indigenous North American societies in depth (GELO 4: Develop individual responsibility, personal integrity, and respect for diverse people and cultures). Finally the course examines ethical issues regarding the treatment of human remains of Indigenous North Americans and the exhibition of indigenous material culture in American museums (GELO 5: Examine ethical issues that will enhance their capacity for making sound judgments and decisions).This course also meets requirements for Area F (Diversity requirement) because in the class students will examine the worldviews of people in various native North American cultures and their diverse perspectives on
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gender, race, and ethnicity (GELO 2). Through discussions of issues affecting contemporary native populations such as repatriation and the reburial of human remains, language preservation, sovereignty and gaming, etc., the class demonstrates the need for respecting the values and perspectives of people from diverse backgrounds, and the value that such perspectives contribute to a modern, global society today (GELO 4).

Maximum Enrollment:

40

Maximum Enrollment Justification:

Justification:

Grading Method:

Letter Grade or P/NP

TOP code:

2202.00

Can be Taken

1

time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- Intercollegiate athletics course
- Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (75 words or less in gray box below).

This course is an overview of the Indigenous Cultures of North America from prehistoric times to the present. Ethnohistory, archaeology, language studies and cultural anthropology are used to understand the diverse adaptations to the complex North American landscape, as well as the changes that occurred when Europeans arrived. All of this is background for understanding current issues in Ind igenous America.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (25 words or less in gray box below).

This course provides an overview of Indigenous Americans and their culture using oral history, archaeology, language studies, ethnohistory, and cultural anthropology.

Need for the course:

This course is a requirement for the American Indian Studies (AIS) A.A. degree and an elective for the Anthropology A.A.-T degree. It also meets requirements for the Liberal Arts A.A. degree and for the Social and Behavioral Science A.A. degree. It meets requirements for transfer (IGETC A4 and CSU D1). This course introduces students to the cultural richness and diversity of Indigenous People and societies of North America, from today to prehistory. Additionally, it will introduce and encourage discussions regarding the government-to-government Indigenous Nations have with the Federal, State Country and City governments. It provides an opportunity to understand the cultural heritage of this continent, culture change, and modern social issues facing Indigenous People today. These issues are especially pertinent for this college district, which includes several American Indian reservations.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details. (For further clarification, contact the Prerequisite Subcommittee)

-none-

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

- 1. Differentiate between the kinds of data and analyses particular to different subdisciplines of anthropology.
- 2. Assemble information from different kinds of anthropological data to produce a holistic description of the societies of Indigenous North Americans.
- 3. Analyze the relationship between habitat and subsistence strategies in culture areas of North America.
- 4. Analyze the relationship between historic events and culture change.
- 5. Consider the purpose of culture-specific rules about marriage, child-rearing, and kinship in reference to a particular American Indian society and its culture history.
- 6. Evaluate the relationship between world-view, differing aesthetic traditions and "art" in Indigenous American societies.
- 7. Analyze the compounded and complex effects of major events such as the European contact, epidemics, colonialism, government policies, war, environmental degradation, and natural disasters on traditional societies of North America.
- 8. Apply principles from anthropology to understand the role of American Indian societies within the structure of the United States, Canada, and/or Mexico as well as in today's global economy and global political structure.

Course Content:

(please number the outline of main topics and subtopics)

- 1. The discipline of Anthropology
 - 1. Cultural Anthropology
 - 2. Physical anthropology
 - 3. Archaeology
 - 4. Linguistics
- 2. The physical environment of North America
 - 1. Climate, fauna and flora today
 - 2. Climate history
 - 3. "Tending the Wild" and the Columbian Exchange
- 3. Precontact of the region
 - 1. Human settlement
 - 2. Culture change over time: the archaeological record
 - 3. Issues affecting archaeological information from this region
 - 4. Identify and contextually discuss important Pre-Columbian large-scale population centers of North America
- 4. Contact with European societies
 - 1. When/how contact occurred
 - 2. Effects of contact
 - 1. Epidemics
 - 2. Settlement/trade
 - 3. Colonization and colonialism

4. Missions

5. Removal

6. Culture change

7. AIM, Red Nation, and others

5. Modern societies of North America and their cultural characteristics

1. Language

2. Subsistence

3. Economics

4. Marriage & Family

5. Kinship

6. Political organization

7. Supernaturalism

8. Arts

6. Current issues

1. Tribal Identity and Blood Quantum

2. Ownership of archaeological materials: repatriation and reburial

3. Cultural resource management and Consultation

4. Western values in conflict with traditional culture

5.

1. Native American Graves Protection and Repatriation Act (NAGPRA)

2. Tribal Consultation Amendments to California Environmental Quality Act (CEQA), also known as Assembly Bill 52 (AB52)

1. Tribal Historic Preservation Officers (THPO)

1. American Indian Freedom of Religion Act (AIRFA)

1. Language preservation

2. Sovereignty and Gaming

3. Modern solutions to long-term challenges

4. Reservations

5. Activism

1. American Indian Movement (AIM), "Water Protectors", Environmental and Social Justice, Missing Native Women, The Red Nation

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture

Integration: Lectures are useful for presenting information to all students at once including the use of appropriate vocabulary for the topic. Example of a lecture topic for this course could include: "The Navajo Long Walk," "Indian Relocation Act," "Events leading to the occupation of Alcatraz," "Wounded Knee 1890 and 1973"
- **Method:** Presentations

Integration: Student, faculty and/or local tribal member could make presentations regarding material culture, traditional foods, language, music and customs, bring the material to life and give important context for Indian People today.
- **Method:** Homework

Integration: Homework activities allow students to pursue information about current and past events and issues for Indigenous American communities. These may include research projects in the form of historical documentation, film/literature critiques, or even conduct their own ethnographic research.
- **Method:** Film/video Viewing and Discussion

Integration: A variety of Native film-makers and their works will be watched and their subject matter discussed. Other documentary films with Native subject matter will be included as supplementary for the lecture. Additionally, Native authors will be used when possible.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods

of evaluation may include but are not limited to the following:

- **Method:** Exams/Tests
Integration: Student exams will be evaluated on the accuracy of the answers as well as the students' ability to synthesize and evaluate information in short answers and short essays. Exam questions will take the form of True/False, Multiple choice and short answer.
- **Method:** Papers
Integration: Reviews of written or visual materials will be evaluated to determine if the student has incorporated concepts from anthropology to critically assess information presented in these media within the context of the course. Papers will be evaluated based on their content and their adherence to standards of APA, AAA, SAA or other standard style guides for the social sciences.
- **Method:** Research Projects
Integration: Student research projects will be evaluated to see if the student has understood the sources he/she has used and then incorporated the anthropological knowledge into research within the context of this course.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

- Using a map of the culture areas, locate and label prehistoric archaeological sites identified with the ancestors of the Cahuilla. Then outline and color in the modern boundaries upheld by the modern Cahuilla. Find some pictures of artwork or artistically structured artifacts of both modern and prehistoric times for the same society. How are they similar and how do they differ? Why do you think those similarities and differences exist? Do the similarities & differences have any relation to the locations you have identified on the map? Your completed assignment will include the map and a written discussion about the items you selected for comparison.
- Write a short paper. The topic can take the form of a research paper. For example a paper about the Apache tribe or Geronimo, or the Indian Wars, etc. It could also take the form of an opinion paper on a controversial topic. For example, tribal gaming, Native mascots, American Indian Movement, etc. It can also take the form of an ethnographic interview. For example interview a Native person about traditions or food or regalia, etc.
- These are samples of the questions typical of one of the regular exams: Explain the issues surrounding Kennewick Man and they were eventually resolved. Include details regarding events that led to his final repatriation. What historical, archaeological and oral traditional evidence is there with regard to the existence of Deganawida and what was his significant to the Haudonesaunee and beginning of United States?

Textbooks:

- Roxanne Dunbar-Ortiz (2015). *An Indigenous Peoples' History of the United States (ReVisioning American History)* Beacon Press. ISBN: 0807057835
- Nick Estes (2019). *Our History Is the Future: Standing Rock Versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance* Verso Press. ISBN: 978-1786636720
- Alexander Laban Hinton (2014). *Colonial Genocide in Indigenous North America* Duke University Press. ISBN: 0822357798
- Muckle, Robert (2012). *Indigenous Peoples of North America* University of Toronto. ISBN: 978-1442603561
- William Loren Katz (2012). *Black Indians: A Hidden Heritage* Atheneum Book. ISBN: 1442446374

Other Resources:

Minimum Qualification

- Anthropology (Masters Required)

