

**NATIVE NORTH AMERICANS**  
ANTH120-01  
Montclair State University  
Spring 2009

**Instructor:** Dr. Peter E. Siegel  
**Classroom:** University Hall 2010  
**Lecture hours:** Tuesday and Thursday, 10 – 11:15AM  
**Office:** Dickson Hall 143  
**Office hours:** Tuesday, 2 – 3:30PM, Thursday, 11:30AM – 1PM, or by appointment

**Course description:**

This course explores the **diversity in Native American cultures** of North America. We will study a broad geographic sample of Indian groups to investigate this diversity. A **historical overview of each culture** or group will be discussed, focusing in particular on changing survival strategies under varying conditions. **Social, political, economic, and religious dimensions** of each culture will be addressed. By keeping up with the readings and attending class you will gain an appreciation for the **complexity and variability in Indian life** across North America. The class is structured in three parts: (1) review origins of Indian life in the Americas, (2) exploration of specific Indian groups, and (3) assess current conditions for Indian people and methods of cultural identification and preservation.

**Textbook:**

Oswalt, Wendell H.  
2006 *This Land was Theirs: A Study of Native North Americans*. Eighth edition. Oxford University Press, New York.

**Additional Readings:**

Hadingham, Evan  
2004 America's First Immigrants. *Smithsonian* Volume 35, Issue 8, pages 90-98.

Mann, Charles C.  
2002 1491. *Atlantic Monthly* 289(3):41-53.

Nemecek, Sasha  
2000 Who Were the First Americans? *Scientific American* Volume 283, Issue 3, pages 80-87.

Stengel, Marc K.  
2000 The Diffusionists have Landed. *Atlantic Monthly* Volume 285, Issue 1, pages 35-48.

The additional readings may be accessed via the Internet by going to the **Periodicals List of the Articles & More** section of the **Harry A. Sprague Library** link on the **Montclair State University homepage**.

- Click on "Periodicals List."
- Type name of magazine in the FIND Periodicals by Title box.
- Click on Academic Search Premier next to the year range you want.
- Click on year range.
- Click on year.
- Click on volume and issue number you want.
- Scroll down until you find the article you want.
- Click on PDF or HTML version of the article.
- You may then print out the article.

**Grades will be based on:**

2 quizzes	15% (lowest of the two quiz scores will be dropped)
Midterm exam	25%
Cumulative final exam	40%
Class participation	20%

Grades will be assigned according to the following method: The highest score attained by an individual on all of the **quizzes and exams combined** will be treated as the upper limit of an “A” grade. **Whole letter grades** will be calculated as 10 percentage points from that highest score. For **example**, if the quizzes and exams combined equal 1,000 points and the highest achiever in the class scored 850 points then to get an “A” in the class you would need a score of 795 or more total points. In this **example**, an “A-” encompasses the point distribution of 765-794, and so on. Once the benchmark has been established by the highest overall achiever in the class (i.e., the person who scores the most points on all quizzes and exams combined) then the following percentage distributions will be used to assign letter grades: A = 94-100, A- = 90-93, B+ = 87-89, B = 84-86, B- = 80-83, C+ = 77-79, C = 74-76, C- = 70-73, D+ = 67-69, D = 64-66, D- = 60-63, F = <60. Quizzes and exams will draw on information presented in the textbook, additional readings, lectures, and films/videos.

Recommended study practices:

- Use the PowerPoints that will be posted on Blackboard as study guides.
- Use a three-ring binder and tab dividers to organize your notes, PowerPoint presentations, articles, etc. for the Native American groups.

For the quizzes and exams you may bring to class **ONE 5-inch by 8-inch-sized index card** with notes that you may refer to during the quiz or exam. **If you bring a card larger than this size you may not use it during the quiz or exam.** Notes may be written on both sides of the cards. **BRING A PENCIL AND ERASER TO QUIZZES AND EXAMS.**

**OPTIONAL EXTRA-CREDIT PROJECT:**

Extra credit, up to five percentage points, may be earned by writing two book reviews or a research paper. Extra-credit projects must be arranged with me in advance. **March 12 is the deadline to sign up for an extra-credit project. The project will be due no later than the final exam.**

**Research paper guidelines:**

- 10 pages typed and double-spaced on a topic appropriate for this class and approved by me in advance.
- Included in the 10 pages there should be a References Cited section.
- You should cite 8-10 relevant sources.
- Internet websites are NOT to be referenced for the paper.
- Valid references include books and journal articles. If you are unsure of what a valid reference is, talk to me.
- Downloading of text from the Internet or copying text from books/journals without attribution is plagiarism and will result in no extra credit.

**Book review guidelines:**

- Books selected to review should be appropriate for this class and approved by me in advance.
- Each book review should be 2-3 typed double-spaced pages in length.
- The reviews should include the full bibliographic citations of the books you are reviewing.
- Reviews should state clearly what the book is about, a summary of the information presented, conclusions presented by the author(s), and your assessment of the book.

The first classes will address the history of ideas about the peopling of the New World. Following this overview, the class will be divided into groups of about six students each. Each group will be responsible for reviewing a specific aspect of two Native American tribes or cultures. Three representatives from each group will present to the class a summary of the material that his or her group addressed. Representatives will rotate. **It is critical that each student read the relevant portions of the textbook before each class.** Presentations must be in your own words, not the words of the textbook. **You may use notes, not the textbook, when giving a presentation.** If you prefer to do your presentation using PowerPoint that is fine **but not required.** The class participation portion of your grade will be based on how well prepared you are for your presentation.

**Guidelines to follow in preparing your presentation:**

Three people from each group will present information about their assigned Native American cultures. Compare and contrast your assigned Native American cultures in terms of a specific aspect of the cultures. For example, if your group is addressing subsistence activities and settlements of the Netsilik Eskimos and Chipewyans then you should compare how these two groups go about obtaining food during the year and how changes in the seasons affect the kinds of settlements they occupy and houses they build.

**Class Policies:**

*Attendance.* **ATTENDANCE TO CLASS IS CRUCIAL TO YOUR SUCCESS. LATENESS TO CLASS IS STRONGLY DISCOURAGED.** Lectures will include information that is not contained within the textbook and readings.

*Cell phones.* Cell phones must be turned off or placed on vibrate.

*Academic dishonesty.* Academic dishonesty is defined as “intentionally or knowingly giving or receiving aid on any test, exam, or academic exercise ... collusion or purchase [of] term papers, and plagiarism” (*MSU University Regulations and Disciplinary Procedures* of the Undergraduate and Graduate Student handbook). A student found culpable for academic dishonesty will be subject to penalties.

## SEMESTER SCHEDULE

<b>Date</b>	<b>Topic</b>	<b>Reading Assignment</b>
Jan 20	Introduction	
Jan 22	“Clash of Cultures”	textbook: 1-31, 65-68
Jan 27, 29	Peopling of the New World	Hadingham, Mann, Nemecek, and Stengel articles
Feb 3, 5, 10, 12	Netsilik Eskimos, Chipewyan	textbook: 69-137
Feb 17	quiz (covers material from Jan 20 – Feb 12)	
Feb 19, 24, 26, Mar 3	Lower Kootenai, Tlingit	textbook: 138-169, 268-305
Mar 5	mid-term exam (covers material from Jan 20 – Mar 3)	
Mar 10, 12	Mar 12: Deadline to sign up for optional extra-credit project Western Shoshone, Crow	textbook: 170-238
Mar 16 – 22	SPRING RECESS!	
Mar 24, 26	Hopi, Navajo	textbook: 306-380
Mar 31, Apr 2, 7, 9	Iroquois, Eastern Cherokee	textbook: 381-446
Apr 14	quiz (covers material from Mar 10 – Apr 9)	
Apr 16, 21	Cahuilla, Natchez	textbook: 239-267, 447-468
Apr 23, 28, 30	Current issues	textbook: 32-68, 469-494
May 5	review and overview	
May 12	Final exam (covers material from Jan 20 – Apr 30) University Hall 2010, 10:15AM – 12:15PM	