Anthropology/American Indian Studies 161 - North American Indians
Fall 2004 TRACS Numbers 10236 (ANTH) or 10175 (AIST)
T/Th 3:30-4:45 in PHSC 202

Instructor: Michael Pilakowski
Office: Plumas Hall 104
Hours: Monday and Wednesday 4-5 pm and by appointment
Phone: 530-898-4905
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Homepage: http://www.csuchico.edu/~lumpkin and on WebCT through the CSUC Portal

Course Description:
“Survey of Native North America with emphasis on U.S. tribes, their cultures, rituals, and institutions.
Brief examination of pre-history. The focus is on historical and contemporary people. This is an approved
General Education course. This is an approved Ethnic Course.” – quoted from the CSUC catalog

Required Materials:
Garbarino, M. and R. Sasso

Scantron Exam Forms: Students need to purchase three (3) #882s and eleven (11) #815s. Be sure to bring
the #815s to class each day in case of a chapter quiz!

Subjects Covered:
Students will learn basic anthropological terminology used to discuss and discern kinship, subsistence,
political organizations, and belief systems of small-scale societies. Students will be introduced to
linguistic, archaeological, and biological evidence for the origins of the first and diversity of later
indigenous peoples in North America by the 19th century. Students will learn the role that environment
plays in shaping a society’s cultural adaptations and how groups in similar environments may adapt
differently; this is explained through the use of the culture area concept. Finally, students will be
introduced to some of the reasons for and effects of European contact on indigenous people from the
1500s through the present.

Objectives:
Upon successful completion of this course, students will be able to:
• Discuss anthropology as a social science and understand its goals and unique perspectives.
• Discuss the archaeological evidence for and controversies over the origins of Native Americans.
• Discuss the manners, customs, structures, and functions of indigenous American societies in eight
  basic culture areas prior to European incursion using anthropological terminology.
• Discuss the effects of European incursion on various native peoples in North America.

Expectations:
Class Time
I expect students to have read assigned material prior to attending class and be able to generate questions
and discussion from the material as well as from film notes. Class time is primarily spent in
discussion/lecture to explain and elaborate upon the concepts discussed in the readings. If you have not
done the reading prior to attending class, you will likely be “lost”. We will also utilize films in class that
further explicate the concepts and topics discussed in class and present the material in a different manner.
I may call on students to summarize readings or films, answer questions based upon them, or engage in
short group activities based upon them. Students are encouraged to ask questions of me at any time in
class and to think about the course material as a systemic entity rather than a collection of disassociated
facts – I believe education is about synthesis and understanding, not rote memorization and regurgitation.
Readings
Readings will be assigned primarily from the texts but may include in-class handouts, library reserve readings, or Internet-based readings. Students are expected to have read material prior to attending class each week. These readings, in conjunction with lecture material and film notes, will comprise the basis for the two midterms and final. Copies of any handouts (other than the syllabus) will only be available for one week following their initial disbursement; after that please see a classmate or the course website. In general, students should spend a significant amount of time working outside of class (most instructors place this at two to three hours per hour in class).

Exams and Quizzes
There will be two non-cumulative midterms and one comprehensive final exam given in this course. Exam format is a mixture of true/false, and multiple-choice/matching. We will go over each exam after taking it to discuss the reasoning behind each response. Students are also encouraged to see me privately to discuss their exam scores. Quizzes will be given most weeks, as a means of encouraging regular attendance and reading and to gauge student understanding of the material. **Quizzes may not be made up**, although I will include all 11 scores when figuring the final grade (you can miss one with no penalty).

Makeup Exams
For those wishing to improve a poor score or makeup an absence on an exam day, there will be a single, comprehensive, makeup exam available during finals week. No makeups will be given during the course of the semester other than the one at the end, nor may an exam be taken at a time other than its scheduled day. Please do not “blow off” an exam or use the availability of the makeup as an excuse to not study – many students find they need the points available from the makeup just to pass!!!

Writing Requirement
All students are expected to complete a minimum of 2500 words of written work during the class. This requirement will be met through the completion of three short (three to four typed pages each) documented research papers. All papers will be graded to a high standard of scholarship and mechanics. I will gladly examine (in fact, I encourage!) early drafts previous to the final submission dates, but drafts are not mandatory. Paper topics, format, and grading standards will be discussed in class and covered in an online handout and sample paper during the second week of class. I do not accept papers sent as email; a hard copy must be turned in, and all papers must be typed in the format discussed in class. Following our in-class discussion about plagiarism and proper paper writing, there should be no excuse for plagiarism in its many forms. **Any paper that I find to be plagiarized to any extent, whether done intentionally or not, will receive a zero.**

Late Policy
Late papers and assignments are accepted, but they receive an automatic 10 percent grade reduction for each class period they are late - no exceptions except for extreme, documented circumstances such as auto wreck, death, or dismemberment. You have plenty of advance warning as to when things are due, so if you or your computer are sickly, please plan accordingly (“My printer barfed toner all over the page” or “my hard drive crashed this morning” do NOT constitute reasonable excuses – print early and save often!!!). **Absolutely no late papers will be accepted during finals week.**

Academic Standards
Because this is a UC/CSU transferable course, I hold students to a high moral and academic standard. I expect students will comport themselves as responsible adults and follow all college rules regarding behavior, academic honesty, plagiarism, and cheating. Failure to meet these standards will result in temporary or permanent expulsion from the class (for behavioral problems), and the receiving of a grade of “F” on any assignment or test in which I see evidence of cheating or plagiarism – even if the plagiarism is unintentional. These offenses can also lead to sanctions by the Dean of Students and even expulsion from the college as a whole. Cheating isn’t worth it – I will prosecute cheaters to the fullest extent allowable under the college’s discipline policies. I also expect university-level attention to the writing component of the class as well (see above under the heading Writing Requirement).
Attendance
Attendance will be taken many days at the beginning of class. Each attendance sheet signed following the add/drop period will add one point of extra credit toward the student’s final course grade (to a maximum of 15 points). Students are expected to attend all classes and remain for the entire period. Signing the roll sheet is the student’s responsibility; it will be passed around once per class, and will not be made available to tardy students after it has made its way around the room once. Students signing the sheet and then leaving class early will have their signatures voided from that day’s roll sheet. Dropping and adding the class is the student’s responsibility. **Students who fail to file the necessary forms, even though they stop attending class, will be assigned a course grade.** The only students I drop are the “no shows” who cease attending during the add/drop period. **Please note that receiving a grade due to non-attendance may adversely affect veteran and other financial aid benefits.** Finally, please note that attendance means more than filling a seat. Come awake and avoid distractions; do not bring pagers, cell phones, children, or lap dogs to class. Disruptive students will be asked to leave, as will habitually tardy students as they disrupt class once it has begun.

Evaluations:
Grades will be earned in accordance with the idea that an “A” constitutes exemplary understanding of the course material, a “B” shows above average understanding, a “C” shows average understanding, and a “D” shows a passing familiarity and grasp of the material. Students earning an “F” have failed to demonstrate a rudimentary understanding of the course material and will likely be forced to retake the course in the future in order to remove the “F” from their record. I do not expect perfection from students, merely an attention to detail that shows they care about their grade and their learning. There are 1000 points possible in the class, earned through successful completion of exams, homework, and papers.

| Paper 1: Misconceptions about Indians | 100 points |
| Paper 2: Topic of your choice from instructor’s list | 100 points |
| Paper 3: Topic of your choice from instructor’s list | 100 points |
| Exam 1: Chapters 1, 2, 9, and 10 | 150 points |
| Exam 2: Chapters 3, 4, 5, and 6 | 150 points |
| Exam 3: Comprehensive Final | 200 points |
| Quizzes: Semi-Weekly (10 at 20 points each) | 200 points |

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<th>Week of</th>
<th>Topic of the Week</th>
<th>Chapter</th>
<th>Major Assignments and Notes</th>
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<td>8/23</td>
<td>Introduction to the Course</td>
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<td><strong>Print &amp; read online Paper Packet</strong></td>
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<td>8/30</td>
<td>Native Subsistence and Belief</td>
<td>9</td>
<td>Bring your paper packets.</td>
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<td>9/6</td>
<td>Native Sociopolitics</td>
<td>10</td>
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<td>9/13</td>
<td>Paleo-Indians</td>
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<td>9/20</td>
<td>Archaic and Formative Years</td>
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<td>9/27</td>
<td>Arctic and Subarctic</td>
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<td>10/4</td>
<td>Plateau and Northwest Coast</td>
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<td>10/11</td>
<td>Continue Northwest Coast</td>
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<td>10/18</td>
<td>California</td>
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<td>Basin and Southwest</td>
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<td>11/1</td>
<td>Conclude Unit</td>
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<td>11/8</td>
<td>Great Plains</td>
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<td>11/15</td>
<td>Eastern Woodlands</td>
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<td>11/22</td>
<td>Thanksgiving Week</td>
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<td>No School this Week</td>
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<td>11/29</td>
<td>Contact and Disruption</td>
<td>11 &amp; 12</td>
<td><strong>Also read Library Reserves</strong></td>
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<td>12/6</td>
<td>Catch-up and Review</td>
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<td>Paper 3 due</td>
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<td>12/13</td>
<td>Finals Week</td>
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<td><strong>Makeups and Final Exam</strong></td>
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The Final Exam in this class is Thursday, December 16 from 2-4 PM