

ANTH 500 A01: People and Cultures of North America

Instructor: Prof. Alexandra Martin

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Class Time: Tues/Thurs 8:10-9:30am, HORT 204

Office Hours: Fri. 10-11am

<https://unh.zoom.us/join/93983111504>

Course Focus

Native people of North America have diverse histories beginning in time immemorial. In this course, our aim is to develop an understanding of Indigenous peoples, their diversity, their histories, and their living cultures. We begin by exploring the first peopling of the New World and surveying Indigenous history through European colonization and subsequent oppression and culture change after the 15th century. We will consider the impacts Native American/European contact has had on both Indigenous and Euro-American cultures, and how this relationship impacted fundamental aspects of the construction of the United States. We will examine perspectives from diverse academic disciplines and multimedia about Native peoples. Throughout the course, we will examine personal and Tribal identities, including dimensions of nation, education, family, authenticity, gender, and sexuality, how these developed over time, and how they are being produced and reproduced today. We will also reflect on the ways Indigenous people have been and continue to be studied and future directions for such studies, particularly considering the relationship between Native Americans and anthropologists.

Required Texts

- *Our Stories Remember* by Joseph Bruchac
- *There There* by Tommy Orange
- Additional weekly readings will be posted on Canvas: <https://mycourses.unh.edu/>

Assignments

1. In-Class Participation (20%)

This is a reading intensive class. Please arrive having read the day's assignments and prepared to talk about them. You should bring questions or comments based on the reading to discuss. Although you can probably still follow our discussions if you're behind on readings, you will benefit immensely from doing the work. If you consistently comment, ask questions when intrigued or confused, or answer my questions, you will meet my expectations of in-class participation. If you respond to other students or constructively engage with a concept being discussed, your contributions will exceed expectations. You will also be asked to provide five written responses in Canvas Discussion Boards (each worth 2 points).

Why Participation? Reading and learning from books is important, but you also must be able to articulate how you interpret the arguments in readings, what you agree and disagree with, and engage with peers.

2. Current Events (10%)

At the beginning of each week we'll have time to review relevant current events that have occurred over the past week. Once over the course of the semester, you will be assigned to find a current article, blog, video, or other piece of multimedia online on a topic relevant to the course. You will submit the link and a short written reflection on Canvas before class, and share the media during class and offer a brief description of the news and its significance to the course.

Why Current Events? Many jobs encourage engagement with online formats and it is important to be aware of current issues. Reflecting on the course topics and looking for connections between this course and "the real world" will make this course more relevant to your life.

3. Oral History Project (10%)

You will learn about the functional role of Indigenous oral traditions and collect a traditional story from your family that has been passed down. You'll present this story in oral format in class (3/10 points) and submit a written assignment that evaluates your oral tradition (7/10 points).

Why Oral Histories? This assignment asks you to use anthropological skills to think about your personal histories from an emic (insider) and etic (observer) perspective.

4. Culture Area Presentations (15%)

Anthropologists use the culture area concept to compare societies in broadly similar environments. Ten broad culture areas have been defined for Native North America and a wide variety of Tribes are found within these areas. Throughout the semester, we will focus on these culture areas for in-class research and group presentations. After 25 minutes to research and assemble a Google Slides presentation, each culture area will present their findings (~5 minutes per topic).

Why Group Presentations? This assignment encourages you to collaborate with peers, and to develop research skills. Public speaking is an important skill for most classes and jobs.

5. *There There* Discussions (10%)

The novel *There There* by Tommy Orange reflects on a variety of Native issues in 20th and 21st century America. We will read the novel in four parts. For one part, you will lead small group discussions in class. For the other parts, you will participate in discussions led by your classmates.

Why Discussions? This assignment requires you to synthesize a novel from an anthropological perspective. Leading discussion helps you connect course concepts and practice communication.

6. Exams (35%)

There will be a take-home midterm (15%), which will include a mix of short answer and essay questions. This is due on Friday 3/25. After our last class (5/6) you will be able to access your final exam (20%), which will be a selection of essay questions and is due Wednesday 5/18 on Canvas.

Why Exams? Learning to make topical links and to draw and defend conclusions is critical.

Schedule at a Glance (assigned readings to be read before class)

Class Topic	Date	Readings and In-Class Presentations
Course Introduction	T 1/25	Syllabus
	Th 1/27	Bruchac, J. (Abenaki) 2003 – Intro (pp. 6-20) & Who Are We? (pp. 42-57)
Creation Stories	T 2/1	Bruchac, J. – Origins (pp. 58-70) Hilleary 2017 – Native Americans Call for Rethink of the Bering Strait Theory
	Th 2/3	Bruchac, J. – The Road of Stories (pp. 21-41) Bruchac, M. 2005 – <i>Amiskwôlowôkoia</i> : The People of Beaver Hill Bruchac, M. 2005 – Geology & Cultural History of the Beaver Hill Story
Ancient North America: A Complex World	T 2/8	Oral History Presentations & Assignment due
	Th 2/10	Bruchac, J. – All is Living Around Us (pp. 155-168) Cottier 2021 – Cahokia and Chaco Canyon Dunbar-Ortiz 2014 – Follow the Corn Miantonomo (Narragansett) 1640s – Speech to the Montaukett Reading Response #1 due
Contact, Colonialism, and Revolution	T 2/15	Bruchac, J. – Contact: The Coming of Europeans (pp. 114-135) Brooks (Abenaki) 2008 – Entering Native Space O'Brien (White Earth Ojibwe) 2010 – Indians Can Never Be Modern
	Th 2/17	Presentations: Northeast & Southeast
Indian Removal	T 2/22	Bruchac, J. – Reservations (pp. 86-89) Hopkins (Dakota/Lakota) 2021 – The Indian Removal Act Was Used by the U.S. Government to Commit Ethnic Cleansing Akers (Choctaw) 1999 – Removing the Heart of the Choctaw People
	Th 2/24	Presentations: Plains & Southwest

Education and the Boarding Schools	T 3/1	Bruchac – Boarding Schools (pp. 150-154) Zitkála-Ša (Dakota) 1900 – The School Days of an Indian Girl Bear (Tanana Village) 2008 – American Indian Boarding Schools Haunt Many Reading Response #2 due
	Th 3/3	Presentations: Plateau & Great Basin
Fighting for the West and Assimilation	T 3/8	Wilson (Dakota) 2004 – Decolonizing the 1862 Death Marches Long Soldier (Oglala Lakota) 2017 – 38 (in class)
	Th 3/10	Watch <i>Bury My Heart at Wounded Knee</i> in class
	T 3/15 Th 3/17	Spring Break!
Indian New Deal, Self Determination, & Activism	T 3/22	Champagne (Turtle Mountain Band of Chippewa) 1997 – Self-determination Treuer (Ojibwe) 2019 – How a Native American Resistance Held Alcatraz
	Th 3/24	Presentations: California & Northwest *Midterm due Friday 3/25*
Sovereignty, Recognition, & Economic Development	T 3/29	Lonetree (Ho-Chunk Nation) 2006 – Evolving Views of the NMAI Robertson (Muscogee Creek Nation) 2017 – Myth of Indian Casino Riches Reading Response #3 due
	Th 3/31	Presentations: Arctic & Subarctic
Who is Indian? Identity Politics	T 4/5	Deloria (Standing Rock Sioux) 1984 – The Popularity of Being Indian Kolopenuk (Nehiyaw [Cree]) 2014 – Wiindigo Incarnate Washuta (Cowlitz) 2014 – Cascade Autobiography
	Th 4/7	Graded Discussion: There There Part I
Health & Wellness	T 4/12	U.S. Commission on Civil Rights 2018 – Broken Promises Blume (Cherokee & Choctaw) 2021 – An Indigenous American Conceptualization of Substance Abuse and Its Treatment Reading Response #4 due
	Th 4/14	Davis-Delano, Gone (<i>Aaniiih-Gros Ventre</i>) & Fryberg 2020 – The psychosocial effects of Native American mascots Graded Discussion: There There Part II
Gender and Depictions of Modern Life	T 4/19	Bruchac, J. 2003 – Indians and Art (pp. 71-75) Thomas (Navajo) & Jacobs 1999 – “...And We Are Still Here” Morgan (Cree-Métis-Saulteaux) 2017 – Making Space in Indigenous Art
	Th 4/21	Watch <i>Universal VIP</i> in class Graded Discussion: There There Part III
Religious Freedom, Landscape, & Resources	T 4/26	Graded Discussion: There There Part IV
	Th 4/28	Deloria 2003 – Sacred Places & Moral Responsibility LaDuke (White Earth Ojibwe) 2016 – Nuclear Waste Watch <i>Viceland: Rise</i> in class Reading Response #5 due
Indigenous Anthropology	T 5/3	Deloria 1992 – Indians, Archaeologists & the Future Echo-Hawk (Pawnee) 2000 – Ancient History in the New World
	Th 5/6	Atalay (Anishinaabe) 2008 – Multivocality and Indigenous Archaeologies Watkins (Choctaw) 2000 – Writing Unwritten History

Final Grades by Percentage

100% to 94% = A	93.99 to 90% = A-	89.99 to 87% = B+	86.99 to 84% = B
83.99 to 80% = B-	79.99 to 77% = C+	76.99 to 74% = C	73.99 to 70% = C-
69.99 to 67% = D+	66.99 to 64% = D	63.99 to 61% = D-	60.99 to 0% = F

Course Expectations and Additional Information

#UNHTogether: All students are required to wear masks in class and campus buildings unless a medical exception is made through an accommodation process. It is your responsibility to obtain a mask before coming to class. For information on proper use of masks, acceptable mask types, and other PPE and social distancing guidelines visit <https://www.unh.edu/coronavirus>. Students wishing to request a medical accommodation should contact the [Student Accessibility Services](#). Failure to comply with PPE and social distancing classroom protocols is a violation of the [Student Rights, Rules, and Responsibilities](#). If you refuse to comply, you will be asked to leave class immediately and you may also be reported to the Office of the Dean of Students and your associate dean.

Shifts in Modality: The entire UNH community must prepare for changing instructional circumstances, including individual courses or the entire campus pivoting to remote-only instruction, which may require changes to course assignments and assessments. Monitor all course announcements, campus email, UNH Police Twitter, and other announcements to stay up to date. If we shift to remote instruction, the course calendar will remain the same and I will advise you of any changes to the syllabus.

Attendance Policy: Students are expected to attend class as usual. Do not attend class if you have any symptoms of illness or if your daily Wildcat Pass does not show that you are cleared to participate in classes and other campus activities. Inform the instructor or TA, in advance if possible, that you will be absent from a scheduled in-person class. It is ultimately your responsibility to keep up with all course expectations. When appropriate, accommodations will be made.

UNH Credit Hour Policy: UNH is in compliance with the federal definition of credit hour. For each credit hour, the University requires, at a minimum, the equivalent of three hours of student academic work each week. Academic work includes, but is not limited to, direct faculty instruction, e-learning, recitation, laboratory work, studio work, field work, performance, internships, and practica. Additional academic activities include, but are not limited to, readings, reflections, essays, reports, inquiry, problem solving, rehearsal, collaborations, theses, and electronic interactions. Student work reflects intended learning outcomes and is verified through evidence of student achievement.

Late Work Policy: In this class, written assignments have an automatic two-day grace period. This does not apply to exams. On time assignments are best, but you have up to 48 hours to turn in an assignment, no questions asked. You do not need to email me for permission or to apologize! After that, an automatic 10% will be deducted from the assignment. Two weeks after the due date, assignments are no longer accepted. I encourage you to plan ahead, comparing the syllabi for your courses at the beginning of the semester, to see when you have conflicting assignments or difficult weeks. If things look difficult, please talk to me with plenty of advance notice.

Technology: You are responsible for learning to access this course in all possible formats. In this class, you may always use your laptop etc. to be engaged in the lesson. You are encouraged (but not required) to use your webcam to engage with the class on Zoom. When in person, please respect your classmates by making sure your devices are silenced, and avoid checking social media, etc. When you're here, be here – if you're checking your phone or social media, you will not receive credit for participation. If you're bored, raise your hand and ask a provocative question!

Classroom Conduct Policies: This class shall be conducted in an atmosphere of mutual respect. If you go by a different name other than the one under which you are officially enrolled, please let me know. Students are expected to respectfully refer to each other by correct pronouns and names during class discussions. We will be discussing some controversial and sensitive issues in this class – consider this a **content warning** for a variety of issues, including violence, sexual assault, and racism. If you are concerned that you may need advance warnings for any specific subjects, or if issues emerge for you during the semester, please speak with me, so that I can offer you support and guidance in ensuring your mental and emotional well-being. You will be asked to share your opinion, but you are also responsible for acknowledging that other people may have different opinions than yourself and to show respect. Students should expect that if their conduct during class is disruptive, they will be asked to leave.

Academic Dishonesty: Cheating, plagiarism, or any form of academic dishonesty on exams or written assignments will not be tolerated. Violators will fail the given assignment caught cheating on, no exceptions, and risk failure of the course and, in every case, will be reported to the Dean and may be subject to full disciplinary action by UNH. Please note the University has no tolerance for students who break the University Academic Honesty Policy. Please see the Students Rights, Rules, and Responsibilities Handbook for full description: <http://www.unh.edu/vpsas/handbook/academic-honesty>

Disability Services for Students: According to the Americans with Disabilities Act (as amended, 2008), each student with a disability has the right to request services from UNH to accommodate their disability. If you are a student with a documented disability or believe you may have a disability that requires accommodations, please contact Student Accessibility Services (SAS) at 201 Smith Hall (disability.office@unh.edu). Accommodation letters are created by SAS with the student. Please follow-up with your instructor as soon as possible to ensure timely implementation of the identified accommodations in the letter. Faculty are under no obligation to provide retroactive accommodations. Accommodations for assignments, exams, and absences must be discussed with me at least a week in advance.

Health and Wellbeing: Your success in our course is truly very important to me, as are your health and wellbeing. In order to succeed in this class (and in college, and in life), you must work hard and balance your work with rest, exercise, and attention to your mental and physical health. Take breaks. Ask for help. If any student finds that emotional or mental health issues are affecting their success, or if challenges securing food or housing are affecting course performance, please contact [Psychological and Counseling Services](#) (PACS) (3rd fl., Smith Hall; 603 862-2090/TTY: 7-1-1) which provides counseling appointments and other mental health services.

Course Disruption: In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to change when necessitated by revised course delivery, semester calendar or other circumstances. Information about changes in this course can be obtained at the myCourses site or by contacting me via email. If the course is not able to meet face-to-face students should continue to check myCourses for announcements and updates to this syllabus as needed.

Note: The above course objectives, teaching strategies, course requirements, assessments, course calendar and topic outline are subject to change in the event of extenuating circumstances.