

# Salt Lake Community College Course Curriculum Outline

## CATALOG INFORMATION

**Course Abbreviation:** ANTH      **and Number:** 2012

**Course Title:** First Nations of Great Basin, Southwest (ID,DV)

**Course Description:** Explores the diverse cultures of First Nation Peoples- Great Basin and Southwest. It examines their historic and contemporary treatment by dominant society, amplifies their voices, and challenges common stereotypes and ethnocentric views.

**Course Prerequisites:** none

**Number of credits:** 3

**Number of instructional contact hours:** 3

**Number of lecture hours per week:** 3      **Number of lab hours per week:**  
(Hours per week or equivalent number per week for a full semester or equivalent)

**Type of credit:** Transfer

**Course Fee** none

**Course will be offered:** Fall Spring

**Semester of Implementation:** Fall 2007

## APPROVALS:

**Faculty Submitting Proposal:** (John Fritz, March 8, 2007)

**School Curriculum Committee:** John McCormick, March 8, 2007

**Technical Review:** Kauli Kaio, March 28, 2007

**Received by Articulation:** (Articulation advisor's name and date)

**General Education Committee:** Jonathan Stowers, 21 March, 2007

**Other Committees (specify):** (chair's name and date)

**Curriculum Committee:** (chair's name and date) 3/26/07

**Accepted by Senate:** (curriculum chair's name and date) 4/16/07

**Final Curriculum Approval:** (AVP name and date) by jc, changes in Banner 12/5/07

## INSTITUTIONAL IMPACT

**Rationale** This course has been modified to meet the Diversity and Interdisciplinary designations. Change of Title and Course Description, Replaces ANTH 2011

**Financial impact:** It is expected that enrollment will go up based on the diversity requirement at the college. Consequently, new faculty may need to be hired and trained to teach this course.

**What programs** General Education

### SYLLABI INFORMATION

<u>ASLO</u>	<u>Course Objectives/Student Outcomes</u>	<u>Assessments</u>
1.	Students will gain substantive knowledge of: a) the multi-cultural world of the American Southwest and the Great Basin. b) U.S. society's historic and contemporary racist treatment of First Nations Peoples.	Essay exams, small and large group discussions, and papers will assess students' knowledge.
2.	Students will speak and write analytically, comparatively, and respectfully about: the regional and local diversity of First Nations People; the locally varying responses to the US government ethnocentric policies and actions as well as internal group dynamics;	Essay exams, reflective writing assignments, response papers, and class discussions will demonstrate the students' ability to communicate effectively and skillfully.
4..	Students will think critically as they: a) analyze vastly different values, attitudes, models of inquiry, and different ways of "knowing"; b) identify both the common historic experience of First Nation Peoples as well as their distinct identities, cultural practices and beliefs, economic and kinship systems; c) Synthesize information from a variety of sources – the lectures, readings, discussions, guest speakers, films, etc. d) Examine their own behavior,	Essay exams, small and large group discussions, reflective writings, response papers, critiques and other in-class activities directly connected to lectures, readings, films and/or panel discussions will demonstrate students' ability to think critically.

	<p>attitudes, and stereotypes in the light of first person accounts of native peoples.</p> <p>e) compare, contrast, interpret and weigh multiple points of view;</p> <p>f) employ empirical evidence, conceptual tools, and logic, in formulating arguments and defining positions;</p> <p>g) explore the meaning of the concept of “the Other” and the enormous power differentials in American society.</p>	
5.	<p>Students will cooperate and collaborate with others to increase their understanding of how racism has and continues to impact First Nations Peoples. By working with classmates, and by interfacing with individuals and groups outside of the school community they will engage and interrogate their own and others’ stereotypes.</p>	<p>Small and large group discussions, panel discussions, written and verbal interactions with guest professionals and community members, and group projects/papers/presentations will demonstrate the students’ abilities to work effectively and respectfully with others.</p>

**Delivery Format(s): face to face; web-enhanced; internet**

**Instructions on Specific Assignments and Processes:**

1. All sections must include writing as a major component in assessment.
2. Because this course requires students to engage their own, as well as others’, pre-conceptions and stereotypes, class discussions and group work are vital to the course objectives and must be employed in all sections on a regular basis.
3. All sections must draw on a multitude of sources that require students to synthesize material.

**Other: Online sections must meet all of the same criteria established for the face to face sections:**

- 1. Threaded discussions will be held on a weekly basis and will weigh heavily into grading.**
- 2. Assessments are to be written.**
- 3. Whereas face to face students will be exposed within the classroom to guest professionals and community members, online students will be required to make those connections as well by going out into the community and listening to and engaging with others who can provide that perspective.**

### ADDITIONAL DESIGNATION(S)

This course requests General Education designation as: ID, DV

The following faculty have been consulted: Jonathan Stowers (Language and Culture), Chris Case (History)

**1. Communication:** Students will come to understand the many and varying ways communication occurs within and between cultures. They will learn about the relationship between how languages respond to and organize human perceptions and subjective experience. For example, the varying structure and vocabulary of a language will produce differing time and space experiences and ultimately structure perceptions of reality.

On a different level, students will learn that anthropologists must use data from a host of disciplines to construct an understanding of cultural processes. They must also be able to communicate effectively with scholars from other disciplines. Students will learn the value of developing the skills and knowledge to read and interpret texts from diverse fields. Student assignments will focus on effective written and oral communication of both these levels.

**2. Creativity:** A fundamental practice in anthropology is to work systematically from the known to discover the unknown. To make consistent and reliable anthropological interpretations, students must learn and practice combining known concepts and facts in innovative ways. Anthropological methods require students to develop insight from detailed observations, multiple data sources, and the work of previous archaeologists. Assignments will be designed to exercise and develop students' abilities to creatively interpret and understand anthropological data.

**3. Critical Thinking:** Anthropologists must utilize both inductive and deductive logic. Anthropological analysis is both quantitative and qualitative. Anthropologists sometimes use statistical techniques, but problem solving skills based on a holistic perspective require a multidimensional approach. For example, understanding how adaptive technologies influence and shape the forms of social organization and religious ideologies of a culture can introduce students to the inter-connectedness of thought and practice. Student assignments will be designed to build these skills.

Furthermore, by understanding other cultures and how they construct solutions to varying life conditions, students develop a deepened understanding of themselves and others. Assignments are designed for students to examine themselves and their own culture.

**4. Esthetics:** Students will be introduced to social, cultural and technological influences on anthropological theory and interpretation over the last century. An understanding of these influences is important in order to contextualize knowledge. This kind of epistemological insight is useful and widely applicable across disciplines and fields. Students will also learn about the diversity of human expression and embedded symbolic meanings in such expressive forms as music, carvings, textiles, and weaving

**5. Social Web:** The work of anthropology over the last century has yielded tremendous insight into the causes of cultural variation. Knowledge of the reasons for cultural variation can contribute to multi-cultural understanding and an appreciation of human diversity. Today, the anthropologist is faced with ethical and political issues regarding the respect of cultural traditions and the potential uses of their research. Students will be exposed to the real and potential conflicts between anthropological work and the ethical issues connected to cultural change projects and the human rights of indigenous peoples.

**6. Substance:** All cultures create explanations and understandings of their origins, and, thus, define themselves in the present. We live in a scientifically and technologically oriented society, where social change is constant and perspective on that change is difficult to achieve. Anthropology gives students a sense of perspective on the human experience not found in other disciplines.

**7. Interdisciplinary:** Perhaps no other scholarly discipline connects and utilizes the knowledge and methods of other disciplines more than does anthropology. The basic and central organizing concept of anthropology is the concept of culture. Culture, as conceptualized by anthropologists, is a complex of learned behaviors and practices, modes of knowing the world, and ways of adapting to varying environments. As such, the concept of culture is holistic and seeks to understand the complex interrelationship between the physical environment, economics, technology, social, political and family organization, as well as ideology. The student will learn the basic processes involved in the creation and transmission of culture and the processes involved in cultural change. To understand the processes of how humans adapt to their environments, anthropologists must study how people make a living, create meaning in their lives, organize themselves into groups and, in general, respond to varying and changing circumstances of human existence.

To understand cultural diversity requires multi variant data from a range of sources and perspectives. Students of anthropology cannot be an expert in all these fields but must understand basic principles in order to successfully accomplish their work. First Nation Peoples provides students with an introduction to how acquiring and applying interdisciplinary knowledge can contribute, for example, to the understanding and solution of complex social problems.

Students will learn that how anthropologists create knowledge is interdisciplinary and that this is reflected in the varying sub-fields of the discipline; archaeology, psychological anthropology, economic anthropology, ethnohistory, and so forth. Furthermore, students learn that anthropologists often work in research teams with other disciplines and commonly publish the results in journals read by non-anthropologists. Examples of this kind of collaborative work are emphasized in the class and reflected in class assignments.

**8. Diversity** The central focus of this course is the First Nation Peoples of the Southwest United States. This includes Utah, Arizona, New Mexico and parts of several other states including Idaho, Nevada, Wyoming and Colorado. *First Nation Peoples of the Great Basin and Southwest* meets the primary criterion of the College's Diversity Requirement; they are a non-dominant group (See Diversity Designation Criteria III.

Additional Considerations). The course will trace the processes of colonization and its consequences on First Nation Peoples from the 1500's to the beginning of the 21<sup>st</sup> century. Before any substantive work on student understanding(s) of First Nation Peoples can begin, a basic understanding of the extensive and profound stereotyping of Native peoples must occur -- this of course is a job never fully completed. Students, by understanding that their own notions of First Nation Peoples may be incomplete, and/or based on popular media productions, can more effectively engage in the course content.

**8a Course Content:** The course is divided into two basic parts. Part one explores the generalized effects of colonization and examines the impact and cultural responses. The class readings in the first part are designed to present multiple viewpoints of the colonial experience. Native histories and oral traditions, and conceptual and empirical work are compared. Apparent contradictions are sorted out and discussed by students. This type of critical analysis allows students to see first hand the multiple points of view relating to the same events, thus deepening the students' understanding of First Nation Peoples. Key issues are examined (such as the dynamics of disease and depopulation, including the cost of human lives, the issue of intentional disease introduction, and the magnitude of cultural change) and explored in this section. All must be understood in historic context in order to immerse and engage students in the experiences of First Nation Peoples.

Following a chronological sequence, the course examines the pre-reservation treatment of First Nation Peoples and investigates the political context for the creation of reservations. The realities of cultural change (for example, forced changes in subsistence patterns) are read, examined, and discussed. Survival strategies by First Nation Peoples are considered: notions of spirituality, oral traditions, dances, ceremonies, as well struggles over reservation boundaries, treaty interpretations and land and resource disputes. All are examples of how First Nation Peoples encounter U.S. society. The notion that the history of First Nation and US relations is 'alive', ever-present and personal to contemporary native peoples is underscored by first person accounts through the readings, films, and panels.

Part two examines the ethnographic and cultural history of First Nation Peoples and is arranged according to geographical and cultural areas. The consequences of colonization on First Nation Peoples are complex and varied, and must be understood within the context of local groups. Ethnographic information on cultural groups (for instance, the Navajo, Puebloans, and Numic peoples) is presented. Each geographic and cultural section contains information on the linguistic, social, economic, kinship and religious characteristics of the First Nation groups within the area. Likewise, each section examines the unique adaptations regionally and locally as they relate to economics, subsistence patterns, land disputes and other struggles encountered by these local groups, as well as oral traditions and creation stories. Students come to understand regional and local diversity of First Nation Peoples, the locally varying responses to outside US government influences, and internal group dynamics. Stereotypes are analyzed and challenged by giving native voices primacy.

**8b Methods:**

Lectures, class discussions and small group reaction/reflection sessions will be utilized as learning and teaching methods. Panel discussions composed of guest professionals and community members, and films representing a Native American viewpoint will be significant components of the class. Class participation is mandatory. Participation means sharing observations, questions, insights and experiences. Participation requires class attendance. Students will be expected to come to class prepared and willing to reflect on their own behavior, thoughts and attitudes. Students will need to employ logic, reasoning and creativity in class discussions, assignments and exams. Growth, acceptance and understanding of other cultural views will be expected.

### **8c Miscellaneous:**

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**COURSE NUMBER: ANTHROPOLOGY 2012**

**TITLE: THE FIRST NATIONS OF the Great Basin and Southwest (ID,DV)**

**PREREQUISITE:** None

**CREDITS:** 3

**ACADEMIC TERMS OFFERED:** Fall

**FACULTY:** John N. Fritz

**Office Hours:** By Appointment

**Phone:** 957-4916

### **REQUIRED TEXTS AND READING:**

*A Forest of Time: American Indian Ways of History*, by Peter Nabokov

*Native Voices* by (Eds.) Susan Lobo and Steve Talbot

*This Land Was Theirs*, by Wendell H. Oswalt

*Native Peoples of the Southwest; UNM, Albuquerque, 2000*, by Trudy Griffin Pierce

*Paths of Life*, University of Arizona Press, Tucson, by Thomas E. Sheridan and Nancy J. Parizo

### **COURSE DESCRIPTION**

Thomas Jefferson wrote “All men are created equal.” But US American society has not achieved that goal. There remain enormous power differentials in the US; privileges granted to groups based on race, ethnicity, religion, gender, sexual orientation, wealth, age, etc.

This course will use an anthropological exploration of the cultures of the First Nations of the Great Basin and the Southwest in order to examine the larger US society’s progress toward the goal of equality as well as to question the student’s individual privileges and biases. This course explores the diverse cultures of the First Nation Peoples of the Great Basin and Southwest. It examines their historic and contemporary treatment by dominant society, amplifies their voices, and challenges common stereotypes and ethnocentric views.

## **COURSE OVERVIEW**

Following an introduction of how privilege affects modern US society and the meaning of the concept of the “Other”, this course begins by examining the history of European colonization as it impacted First Nation cultures. Aspects of US government policy directed at First Nation peoples are examined and the implications on the lives and cultures of native peoples of those policies are considered. The historic and contemporary conditions of existence and treatment of First Nations peoples are explored. The course examines common stereotypes, continuing struggles and contemporary conditions of First Nation Peoples. The diversity of cultures and identities within these First Nation peoples is explored.

## **COURSE OBJECTIVES**

First, to challenge common stereotypes of First Nation peoples; Second, to provide conceptual tools and empirical evidence to better understand, analyze, and interpret the connections between US society’s historic and contemporary treatment of First Nation peoples; Third, to examine and explore the First Nation peoples’ perspective of their historic and contemporary relationship with US society and; Fourth, to gain understanding and insight into the diversity **within** First Nation peoples; Fifth, to contrast the lives of today’s First Nation peoples with the mainstream student; to examine how privilege and power are given or withdrawn by a society and how that affects each person within US American society.

## **TEACHING & LEARNING METHODS**

Students are strongly encouraged to meet with the instructor if attendance, reading and grade evaluation are at issue. Grading will not be on a curve, and the instructor will consider attendance and participation when assigning grades. Improvement in performance may also be considered.

## **EVALUATION**

All exams will be of an essay nature. There will be three midterms and a final paper/project. Each exam will be worth 20% of your grade. The final graded assignment will be worth 30%. There will be 10 in-class assignments that will be worth 10% of your grade. These in-class assignments will be undertaken in small groups.

### **Grade Scale:**

The grading scale is as follows:

100 - 95% = A

90 - 94% = A-

88 - 89% = B+  
84 - 87% = B  
80 - 83% = B-  
78 - 79% = C+  
so forth...  
59 and below= E

### **ADA STATEMENT:**

"Students with medical, psychological, learning or other disability desiring accommodations or services under A.D.A. must contact the Disability Resource Center, (801)-957-4659. The DRC determines eligibility for and authorizes the provision of these accommodations and services."

### **GEN ED STATEMENT:**

This course fulfills the Interdisciplinary and Diversity requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

### **PLEASE NOTE:**

The course reading calendar and activities may be changed. Students will be given reasonable notice, when possible, of changes.

### **WEEKLY SCHEDULE:**

#### **Week 1 and 2: Introduction – Resistance and Conquest – War and Disease**

Reading assignment:

*Resilient Cultures*, Chapters 1 - 5

*Native American Voices*

Chapter 1, Definitions and Diversity -- Long and Christie

Chapter 2, The Crucible of American Indian Identity -- Churchill

Chapter 3, To the US Census Native Americans are Practically Invisible -- Anner

Discussion Topics:

- European colonization and early native-colonizer relations
- Stereotypes of Native Americans
- Popular culture depictions of Native Americans
- Definitions and diversity
- Distribution of Native American populations
- Diversity within First Nations
- Gender and Sexuality
- Depopulation of native populations
- Earlier rebellion and resistance movements -- The Pueblo Revolt
- Treaties

**Week 3 and 4: Introduction to the First Nation Peoples of the Southwest and Great Basin**

Reading assignment:

Excerpts:

- Native Nations*
- Chapter 11, Native Nations of the Great Basin
- Chapter 13, Native Nations of the Southwest

Discussion Topics:

- Encounters with the Early Colonizers – Explorers, Traders, Trappers
- Distributions of Native Populations
- Modern Reservation Locations and Sizes
- Languages
- Aboriginal Lifeways and Culture

**Week 5 and 6: Reservations, Economic Conditions and Missionaries**

Reading assignment:

- Native American Voices*, Part VII
- Chapter 1, Indigenous Environmental Perspectives – La Duke
- Chapter 4, Civilize them with a Stick -- Mary Brave Bird

Discussion Topics:

- The boarding school movement
- The creation of reservations and poverty
- The historic and contemporary role of Missionaries in reservation life
- The Development of Capitalism and the Destruction of First Nation Economies

Films: *A Century of Genocide in the Americas-The residential School Experience*  
*In The White Man's Image*

**Week 7 and 8: Survival Strategies: Resistance, rebellion, and sacred traditions**

Reading assignment:

Excerpts:

*God is Red*

Thinking in Time and Space

The Problem of Creation

Christianity and Contemporary American Culture

Tribal Religions and Contemporary American Culture

*Native American Voices*

Chapter 3, Who Owns Our Past? -- Thornton

Chapter 4, The Great Pretenders: White shamanism -- Rose

Discussion Topics:

Religion as Resistance

Oral Traditions versus Written Texts

Conflicting Visions of the Past

Panel: On Native American Graves Protection and Repatriation Act (NAGPRA)

Films: *Who Owns the Past?*

*Return of the Sacred Pole*

*Western Shoshone*

### **Week 9 and 10: Land Struggles and Sovereignty**

Reading assignment:

*A Forest of Time*

Chapter 6, Memories in Things: Material Culture and Indian Histories

Chapter 8, Old Stories, New Ways: Writing, Power and Indian Histories

Chapter 9, Future of Indian Past: Prophecy and History

*Struggle for the Land*

Chapter 1. The Indigenous Peoples of North America

Chapter 3, Struggle to Regain a Stolen Homeland

Chapter 6, *The Struggle for Newe Segobia* -- Western Shoshone Homeland

Film: *Broken Rainbows*

Discussion Topics:

The nature of Native American Sovereignty –What does it mean today?

Perseverance: continuity and change, and the future of Native Nations

The concept of ethnographic present

The concept of culture area

The “reality” of cultural reconstructions

The headdress as stereotype

Icons and sources of popular culture and Hollywood films

Dynamics of contemporary reservation communities

Film: *In the Spirit of Crazy Horse*

**Weeks 11, 12, and 13: The Southwest: Puebloan and Dine**

Reading assignment:

*Native Nations*

Part V Dine Creation Story

Chapter 14, The Zunis

Chapter 15 The Dine (Navajos)

Tribal Home Pages: The Zuni, Navajo, and Hopi

Excerpts:

*No Turning Back* by Polingaysi Qoyawayma (Hopi)

*Hopitutuwwutsi* – Hopi Tales, Talashoma and Malotki

Parezo, *Hopivotkwani, The Hopi Path of Life*

*Women's Roles: The Heart of Hopi Society*

*Sheep Is Life*

Handouts on the Hopi-Navajo Land Dispute

Section 136 National Historic Preservation Act

Film: *Hopi Songs of the 4<sup>th</sup> World*,

*Surviving Columbus*

Discussion Topics:

The nature of land claims and boundary disputes

The role natural resource extraction plays in land disputes

The role of oral traditions

Documenting and preserving sacred sites and homelands

Gender and Sex

Cannibalism

**Weeks 14, 15 and 16: The Great Basin: Shoshone, Paiute and Ute**

Reading assignment

*Native Nations*

Chapter 12, The Shoshones

Excerpts:

Knack and Stewart, *As Long as The River Shall Run*

Jorgensen, *The Sun Dance Religion*

Cuch, *A History of Utah's American Indians*

Sara Winnemucca Hopkins, *Life Among the Piutes*

Crum, *The Road on Which We Came* (Western Shoshone)

Conetah, *A History of the Northern Ute People*

L. Martineau, *Southern Paiutes*

Fowler and Parezo, *The Naiqwi* (Southern Paiutes)

Tribal Websites: Shoshone, Paiute and Ute

Panel Discussion: Utah's Native Nations: Contemporary Issues: Radioactive waste, education and life on and off Utah's reservations.

Discussion Topics:

Land claims and boundary disputes

The Sun Dance

Contemporary reservation life

Gender and Sex