

UMBC UGC Change in Existing Course: ANTH 326: American Indian Cultures

Date Submitted: February 2, 2015

Proposed Effective Date: Spring 2016

	Name	Email	Phone	Dept
Dept Chair or UPD	Bambi L. Chapin	bchapin@umbc.edu	410-455-2082	Soc/Anth
Other Contact				

COURSE INFORMATION: (please provide all information in the "current" column, and only the information changing in the "proposed" column)

change		current	proposed
<input type="checkbox"/>	Course Number(s)	ANTH 326	
<input type="checkbox"/>	Formal Title	American Indian Cultures	
<input type="checkbox"/>	Transcript Title (≤30c)	American Indian Cultures	
<input type="checkbox"/>	Recommended Course Preparation		
<input type="checkbox"/>	Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	You must complete SOCY 101 or ANTH 211 with a "C" or higher.	
<input type="checkbox"/>	Credits	3	
<input type="checkbox"/>	Repeatable?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Max. Total Credits	3	Max. Total Credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
<input type="checkbox"/>	Grading Method(s)	<input type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail *	<input checked="" type="checkbox"/> Reg (A-F) <input checked="" type="checkbox"/> Audit <input checked="" type="checkbox"/> Pass-Fail

*grading method currently listed as "Student Option"

CURRENT CATALOG DESCRIPTION:

Through the use of archeological and contemporary community studies, this course will explore the diversity of traditional North American Indian and Eskimo cultures and the adaptation of indigenous peoples to America in the 1980s.

PROPOSED CATALOG DESCRIPTION (no longer than 75 words): leave blank if no changes are being proposed to the catalog description. NOTE: information about prerequisites should NOT appear in the catalog description.)

Drawing on contemporary ethnographic studies, this course explores the cultural diversity of peoples indigenous to the Americas. It focuses in particular on North American Indians' political and economic adaptation in response to social change.

RATIONALE FOR CHANGE:

The catalog description requires updating to reflect the way the course has evolved over the last decade or more. The course as we currently teach it focuses on contemporary American Indians and other peoples indigenous to the Americas, rather than focusing on archeological records or the particular period of the 1980s that the current course description indicated. We also dropped the term "Eskimo." We would like to see these changes in the Spring 2016 catalog if possible, since we will be offering this course in Summer 2016 and want students considering signing up to see a more accurate description of the course.

We are not clear on what the current Grading Method(s) approved for this course (it says "student option" on the last iteration of the course schedule), but any of the three grading options would be fine for this course, so long as students know it will not count for "Culture" credit or our major or minor unless they take it for a regular grade.

ANTH 326: AMERICAN INDIAN CULTURES

Wed. 4:30 – 7:00

Sond 107

Instructor: Maggie Knisley

Email: grieves1@umbc.edu

Office: PuP 249

Phone: 410-461-7237

Office Hours: Mon/Wed 1:00 – 2:00 or by appointment

COURSE DESCRIPTION

Through the use of ethnographic and other sources, this course will explore issues of representation and identity in modern American Indian communities including the role of anthropological interpretation and its impact on perceptions of Native America. Special emphasis will be placed on the economic and political adaptations made by Indigenous people through the early 21st century. Throughout this course students are encouraged to view American Indian culture not as a homogeneous generalization or as a romanticized abstraction relegated to the historic past, but rather as a vibrant and evolving set of different cultures that remain dynamic into the present day.

COURSE GOALS

By the end of this course, students are expected to gain an understanding of

- The diversity among different Native cultures
- Various responses to oppression, including key issues such as assimilation, appropriation, blood quantum, and recognition
- Issues relevant to contemporary tribal identity and tribal governance
- The effects colonization and resistance
- Anthropological representation
- Participation in class discussions is strongly encouraged

REQUIRED READING

BOOKS:

Ceremony (1977) Leslie Marmon Silko

Keeping the Circle (2005) Christopher Arris Oakley

The Power of Kiowa Song (1998) Luke E. Lassiter

Loon (2001) Henry Sharp

ARTICLES/CHAPTERS: Additional articles and readings will be available under “Readings” on the course Blackboard site through <http://blackboard.umbc.edu>. It is your responsibility to download and print these readings.

On Bb, under “External Links” you will find other resources, including the AAA citation guide.

ASSIGNMENTS AND GRADING

Reading Reactions 30 points (3 @ 10 points each)

Midterm 15 points

Reading Presentation 10 points

Group Map Project 5 points

Extra Credit: Visit the

Group Paper 20 points
Group Presentation 20 points

National Museum of the American Indian and
write a paper based on guidelines on BB and
additional readings

Total 100 points

ATTENDANCE POLICY

Attendance and participation in class meetings are required. However, it is recognized that events can impact the ability of students to attend class. If you are ill, you are encouraged to stay home. Do not come to class sick, both for your own sake and that of others. **After 1 unexcused absence, students will lose points for missed classes.** Students must contact the instructor before class to have the absence count as excused. **Students who have unexcused absences for more than half the class meetings will automatically fail the course.** If you have to miss a portion of a class, do join the class for as much time as possible. **For any class missed, you will still need to do all required readings and turn in all work on time via Blackboard.**

STUDENT PARTICIPATION AND ACADEMIC INTEGRITY

If I discover you have plagiarized in this class I will apply sanctions, including reporting the incident to the university and automatic failure from the course. No exceptions will be made to my zero tolerance policy.

“By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, the Faculty Handbook, or the UMBC Policies section of the UMBC Directory” (UMBC Provost's Office, <http://www.umbc.edu/provost/integrity/faculty.html>, accessed August 27, 2006).

“If you take three or more words from any source, it must be in quotations marks [or indented for longer quotations] and followed by the author's last name, year of publication, and page number. This includes content from the web. Web content should be cited with the web page, author, and date accessed. If you take ideas or facts from a source but use your own words, you must still use a citation (author's last name and year of publication) to give credit to the source of the work” (Messinger, 2006:2).

If you have questions about what is and is not expected in this course, please see the instructor. For further information on definitions of academic misconduct, policies, procedures, and penalties, see the Undergraduate Student Academic Conduct Policy http://www.umbc.edu/provost/integrity/acc_policy/.

SCHEDULE

Readings are to be read prior to class. Ethnography reactions are due via Blackboard before class on the date that the reading is listed. No late reactions will be accepted.

Week 1 8/26 Introductions, groups, and course overview

Week 2 9/2 *This Land Was Theirs* Oswalt Chap 1 and 2 (see BB)

Week 3 9/9 Champagne pp 1-41 (see BB)

Week 4 9/16 *Custer Died for Your Sins* Deloria Chap 1, 2, 4, and 7 (see BB)
Deloria "Research, Redskins, and Reality" 1991 (See BB)

Week 5 9/23 **DUE – Group Map Project**

Week 6 9/30 *Ceremony* Silko

Week 7 10/7 IN-CLASS FILM Incident at Oglala
DUE – Group presentation proposals: topic, strategy, and each individual's focus

Week 8 10/14 *Red Land Red Power* Teuton Chap 3 (see BB)
Allan "Special Problems" 1990 (see BB)
Writing Home Wilson Chap 2 (see BB)

Week 9 10/21 Miller Chap 3, 4, 5, and 6 (See BB)

Week 10 10/28 IN-CLASS FILM Powwow Highway

Week 11 11/4 Mid-Term

Week 12 11/11 *Keeping the Circle* Oakley

Week 13 11/18 *The Power of Kiowa Song* Lassiter

Week 14 11/25 Thanksgiving – No class

Week 15 12/2 *Loon Sharp* (expect possibility of online discussion)

Final Exam period: **MON, DEC 14 3:30-5:30 PM** during which Final Presentations will be presented

Final Group Presentations:

20 min. allocated each group.

Bring food to share.

Email me your confidential peer review grades.

Submit final paper via email as well (only one copy needs to be emailed but CC all group members when sending).

Museum extra credit also due on this day (submitted via link on Blackboard)
Reading Reaction Guidelines (1.5 to 3 pages, double space, font size 12, 1” margins)

Submit via Blackboard.

Ten points each (30 points total). Complete Three. Remember to use AAA citation style and include at least one quotation from the reading to support your point. The reaction should be a cohesive essay, but please number the paragraphs within your paper to reflect the question being answered. Failure to do so may result in a reduction in points.

Explore the following questions:

1. How did this ethnography differ from previous class readings?
2. How was it similar to previous readings?
3. What were the sources and/or evidence relied upon to construct the account? What sorts of methods were used? How was the data presented?
4. What is the basis of authority of the author to make the account? (i.e. academic, cultural, etc or some combination). Evaluate the author’s credibility and explore what makes them appear (or fail to appear) an authoritative source for the subjects they discuss.
5. How do you feel towards this reading? What do you think about it? Has it changed your way of thinking at all? What ideas did it give you, or what unanswered questions do you still have?

Write a discussion question to bring to class. The discussion question is separate from the paper and should be brought with you to class on the day the ethnography is due.